

VISIT...

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Linguaphone Institute Limited
St Olaf House
50 Poland Street
London W1V 4AX

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Collaboration



LINGUAPHONE

Kursus in Afrikaans

Handbook

Explanatory Notes
Vocabularies

Course recorded at:

the South African Broadcasting Corporation

by:

Annex

Jan Cronje

Christo Gerlach

Charl van Heyningen

For a list of separable verbs which appear in the course, see the appendix section 4c on page 212.

under the direction of:

Jan Cronje

Songs sung by:

Louis van Rensburg, with his own guitar accompaniment

Course illustrated by:

François Lejeune

Linguaphone Institute Limited
St Giles House
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Collaborators

Course written at:

the Rand Afrikaans University

by:

Sonia Gouws, M.A. (Afr), B.A. (Hons) (Applied Linguistics)

Betsy Stoltz, M.A. (Afr), B.A. (Hons) (Applied Linguistics)

Theunie van der Merwe, M.A. (Afr), H.E.D.

under the direction of:

H. Kroes, Professor of Applied Linguistics

Course recorded at:

the South African Broadcasting Corporation

by:

Annette Botha

Johan Botha

Jan Cronjé

Christo Gerlach

Charl van Heyningen

Bettie Kemp

Heinrich Marnitz

Herman van Niekerk

Emgee Pretorius

Maria Schoeman

Emily Visagie

under the direction of:

Jan Cronjé

Songs sung by:

Louis van Rensburg, with his own guitar accompaniment

Course illustrated by:

François Lejeune

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Introduction

About this course

The Linguaphone Afrikaans Course has been carefully researched, designed and produced to satisfy the needs both of complete beginners and of those who already know a little of the language and wish to carry on, or brush up and improve on what they learnt some time ago. The emphasis throughout is on using Afrikaans for practical, day-to-day purposes; and the course therefore steadily develops the learner's competence principally in listening, understanding and speaking, and also in reading and starting to write.

All that you need for efficient and enjoyable learning is provided within the course. Some of its key features are these:

- * you hear and use natural, everyday language right from the start
- * you learn to understand typical Afrikaans conversation
- * varied activities help you speak fluently and with good pronunciation
- * notes and exercises help you grasp the language basics
- * clear instructions and constant advice keep you learning.

Before you begin

Step-by-step instructions are provided from Lesson one onwards – but take the time to read through the sections which follow, describing the course and providing general advice on how to get the best results from it.

Note:

The prices and situations in this course, current at the time of writing, may not necessarily reflect present-day values and conditions.

Course structure

There are forty lessons in the course, divided into four levels of ten lessons each. The last lesson in each level is a progress test.

Material for each lesson is provided

- * in this handbook
- * on audio cassette
- * in the textbook (**Kursus in Afrikaans Teksboek**).

The handbook guides you through the course and provides all the support necessary for your study. It contains, for each lesson:

- instructions for each activity and exercise
- lists of new words with English equivalents
- translations of the dialogues (in level one only)
- notes on the grammar and cultural background.

In addition the handbook provides, for reference:

- a glossary of grammatical terms
- a grammar appendix
- an alphabetical wordlist.

The cassettes, each of the four corresponding to a level of the course, contain the recorded Afrikaans texts. These are, for each lesson:

- dialogues or narratives
- recorded exercises.

They are presented entirely in Afrikaans.

There is also a reference section presenting the sounds of Afrikaans. This is placed at the beginning of side A of cassette three, so that it can easily be used during study of the first two levels.

The textbook contains the Afrikaans texts for each lesson. These are:

- the recorded dialogues or narratives
- the recorded exercises
- written exercises.

It also contains:

- a section listing the recorded sounds of Afrikaans (page 191)
- a key (**Antwoorde**) section for the exercises (page 195).

How to study

The great advantage of an independent study course is that you can work at your own pace, in your own time and in your own way. Our basic guidelines below will, however, help you to make a good start and enable you to achieve practical and satisfying results.

- 1 **Make sure you know your way around the course.** Browse through the components and check where everything is, as described in the preceding section.
- 2 **Familiarize yourself with your cassette player.** Listening is a key activity and you will need to play the same passages several times. This will require you to use the pause, stop and rewind controls, and a little practice will soon enable you to do this efficiently. The tape counter, if you have one, may be helpful in finding your place.
- 3 **Find somewhere comfortable and convenient to do your studying** — a place where you can settle down to read, write, listen and speak, following the instructions provided. As a supplementary activity — for revision or consolidation — you may on occasions want just to read, or just to listen to the cassettes; this can be fitted in whenever and wherever it suits you.
- 4 **Plan your time: try to set aside an hour or half an hour at regular intervals.** Choose times when you are reasonably relaxed, but alert, and try to discover your own best study rhythms. For the first five lessons only we have suggested "study sessions" for you to complete at one sitting. You will make the best progress if you keep constantly in touch with the language, so if you can't manage a study session, try at least to spend a few minutes listening to or reading the language.
- 5 **Follow the instructions closely.** This means being an active, positive learner, listening a great deal with the cassettes playing at a good volume, and speaking aloud. When you're taking part in a conversation or exercise, play the role wholeheartedly. You will soon overcome any initial strangeness about this and begin to find the sounds and rhythm of the language — as well as the words and expressions themselves — falling naturally into place.

Symbols are used in this handbook, and also the textbook, to guide your use of recorded and print materials.

- indicates that you will need the recording
- indicates written work, or study other than listening or speaking
- * indicates the first appearance of a grammatical term explained in the glossary
- 5 and other numbers in the right-hand margin of the textbook indicate the number of a line of text, and help you find words and expressions referred to in handbook notes
- in the wordlist at the end of the handbook indicates the infinitive/present tense whenever a verb appears in the list in its past tense form, e.g. gery (→ ry)/sou (→ sal).

The photographs of the Afrikaans Language Monument and the Voortrekker Monument on pages viii and ix of the textbook are reproduced by courtesy of the Department of Foreign Affairs and Information of the South African Embassy, London.

1 Lesson one

This lesson starts the course by teaching you how to greet people, to introduce yourself, to say how you are and to give other information about yourself. You will meet the Pieterse family from Bloemfontein, and by the end of the lesson you will have taken part in conversations with them and you will be starting to use the language you've learnt.

1 Study session one

We suggest you try and work through dialogue one and exercise one as your first study session.

● Dialogue one (Dialoog een)

First of all, listen several times to the dialogue to familiarise yourself with the typical sounds and rhythm of Afrikaans. You won't understand it yet, but keep rewinding and listening. Now and throughout the course listen carefully to each new dialogue without reading it, and you'll find that you understand more and more of what you hear. Start cassette 1, side 1A, at the beginning, and you will hear the title **Les een** (*Lesson one*) followed by **Dialoog een** (*Dialogue one*), and then the two "voices" give their names: **Meneer Pieterse** (*Mr. Pieterse*) and **Student** (*student*). Then the dialogue begins. The end of the dialogue, and of all the dialogues in lessons one to five, is signalled by a musical note on the tape.

■ Dialogue one

When you've listened a few times, you are ready to relate what you've heard to the words on the printed page. Open your textbook at **Les een** and follow the dialogue on the page while you listen to it. Then work out the meaning of the dialogue with the help of this handbook. Look up the words in **Wordlist 1**. See if you can write down the meaning of the dialogue, and then check what you have written with the **Translation** which follows the wordlist.

■ Dialogue one

Listen to and read the dialogue again as many times as you find necessary to be able to follow it and understand it without having to check the meaning. When you feel you can understand everything correctly as you listen, then you're ready to go on.

Wordlist 1: Dialogue 1 and Exercise 1

aangename kennis how do you do?
 Afrikaans Afrikaans
 antwoord to answer, to reply
 baie dankie thank you very much
 baie goed very well
 begin to begin
 by with
 dankie thank you
 dialoog, dialoë dialogue
 een one
 en and
 en met u? and (how are) you?
 goed well, very well
 goeiemôre good morning
 graag very much so, gladly
 hier here
 hoe how
 hoe gaan dit? how are you?
 hom him, it

is is, am, are
 ja yes
 laat let
 leer to learn
 les, lesse lesson
 meneer (mnr.) Mr., sir
 met with
 my my
 naam, name name
 oefening, -e exercise
 ons we, us
 ontmoet to meet
 student, -e student
 u you, your
 van, vanne surname
 wat what
 welkom welcome
 wil to want to

Dialogue one

Mr Pieterse Good morning!

Student Good morning.

Mr Pieterse How are you?

Student Well, thank you. And how are you?

Mr Pieterse Very well, thank you. Do you want to learn Afrikaans?

Student Yes, very much so.

Mr Pieterse Very well. Let's start. My name's Ben. What's your name?

Student My name's Dieter.

Mr Pieterse My surname is Pieterse. What's your surname?

Student My surname is Schmidt.

Mr Pieterse How do you do, Mr. Schmidt?

Student How do you do?

Mr Pieterse Welcome (lit. here with us).

Student Thank you very much.

Exercise one (Oefening een)

You meet Ben Pieterse. Answer him.

Now it's your turn to speak to Ben Pieterse. On the cassette, after the end of dialogue one, you will hear **Oefening een (Exercise one)** and the instruction **U ontmoet Ben Pieterse. Antwoord hom.** The instructions which you will see and hear in Afrikaans at the beginning of an exercise are always translated in this handbook; in this case (as above): *You meet Ben Pieterse. Answer him.*

Then you will hear Ben Pieterse say **goeiemôre**, and this will be followed by a space on the tape to give you time to speak your reply. After the space you will hear a voice give the correct reply, so that you can hear whether you said the right thing in the right way. Then Ben Pieterse will say his next line. You follow this pattern throughout the exercise. From what you've learnt from dialogue one you will be able to reply quite easily, and when Ben asks you for your first name and surname you will, of course, give your own. You can follow Ben's side of the dialogue in the textbook.

As a final check you can look at the answers in the key (**Antwoorde**) on page 197 of the textbook, but we want you to do the exercise relying entirely on your ears first. Do the exercise several times until you find you can understand Ben immediately and you can reply fluently.

So now you've taken part in your first Afrikaans conversation! It wasn't too difficult, was it?

Take a break before you begin your next study session.

Study session two

We suggest you attempt dialogue two and exercise two as your next assignment.

Dialogue two (Dialoog twee)

Tackle this in the same way as you did dialogue one. Listen for the words **Dialoog twee** (*Dialogue two*) and the two "voices" giving their names: **Meneer Pieterse** (*Mr. Pieterse*) and **Student** (*student*). Then the dialogue begins. Listen several times.

Dialogue two

Now follow the text on the page as you listen. Then, with the help of **Wordlist 2**, work out the meaning and check your findings with the **Translation**. Again, listen to the tape, read the text and check the meaning until you can understand everything correctly as you listen.

Wordlist 2 gives you new words only, and does not list words which you have already met in wordlist 1. You will notice that some words in the list are followed by -e or -s, or by another form of the word, e.g. **hotel, hotelle**. This is to indicate how plurals* are formed, but you don't need to bother about this yet. This will be explained later in the course.

Wordlist 2: Dialogue 2, Exercises 2-4

asseblief please
by at, by, in
Datarand name of a company
die the
drie three
Duits German
Duitser, -s German (person)
Duitsland Germany
ek I
getroud married
hotel, hotelle hotel
hy he, it
in in, at
kom come
land, -e country
'n a, an

nasionaliteit, -e nationality
praat to speak
Suid-Afrika South Africa
Suid-Afrikaner, -s South African
taal, tale language
tabel, tabelle table
twee two
van from
vier four
voltooi to complete
voorbeeld, -e example
waar where
watter which
werk to work
woon to live

Dialogue two

Mr Pieterse I'm a South African. What nationality are you?
Student I'm German.
Mr Pieterse I come from South Africa. Which country do you come from?
Student I come from Germany.
Mr Pieterse I speak Afrikaans. Which language do you speak?
Student I speak German.
Mr Pieterse I work at Datarand. Where do you work?
Student I work in a hotel.
Mr Pieterse I live in Bloemfontein. Where do you live?
Student I live in Johannesburg.
Mr Pieterse I'm married. Are you married?
Student Yes.

Exercise two (Oefening twee)

Answer please.

Now you are going to answer some more questions about yourself. After **Oefening twee** and the instruction, **Antwoord asseblief**, you will hear the first question, followed by a space in which you give your answer, and then you will hear a model answer for you to check whether you used the correct formula. Then the next question, etc. Remember, rely on your ears and only use the printed answer in the key as a final check. You can follow the questions in the textbook if you wish.

That completes your second study session.

3

Study session three

Your next session will be a written assignment: exercises three and four. We suggest you use a notebook for doing your written work in.

■ Exercise three (Oefening drie)

Complete the table.

You won't need the recordings for this exercise, but before you begin study the following lists and note.

Language	Nationality	Country
Afrikaans/Engels	Suid-Afrikaner	Suid-Afrika
Afrikaans/English	South African	South Africa
Amerikaanse Engels	Amerikaner	Amerika America
American English		
Chinees Chinese	Chinees Chinese	China China
Duits German	Duitser German	Duitsland Germany
Engels English	Engelsman Englishman	Engeland England
Frans French	Fransman Frenchman	Frankryk France
Grieks Greek	Griek Greek	Griekeland Greece
Hebreeus Hebrew	Israeliet Israeli	Israel Israel
Hollands Dutch	Hollander Dutchman	Holland Holland
Italiaans Italian	Italianer Italian	Italië Italy
Japanees Japanese	Japanees Japanese	Japan Japan
Pools Polish	Pool Pole	Poland Poland
Portugees Portuguese	Portugees Portuguese	Portugal Portugal
Spaans Spanish	Spanjaard Spaniard	Spanje Spain
Vlaams Flemish	Belg Belgian	België Belgium

Note: An English or French lady would not say: **Ek is 'n Fransman/Engelsman**. She would say instead: **Ek is Engels/Frans**. For all the others, the forms for the masculine* and feminine* are identical.

When you think you have a good idea of the list, write out the table in the text-book (**Oefening drie**) and then try to fill in the blanks. Check what you have written against the answers in the key.

■ Exercise four (Oefening vier)

Complete please.

Example He lives in South Africa.

He is a South African.

This is a written exercise to give you practice in using your table of nationalities in sentences. The example (**Voorbeeld**) shows you what you have to do. Follow the same pattern for the sentences numbered 1 to 5, and then check your answers against the key.

That ends your third session; and now you have begun writing, as well as listening to, reading and speaking Afrikaans.

4

Study session four

We suggest your fourth session covers dialogue three and the pronunciation points.

● Dialogue three (Dialoog drie)

This time there are five people taking part, so after **Dialoog drie** you will hear five "voices" give their names before the dialogue begins. As with dialogues one and two, listen several times.

● ■ Dialogue three

Now follow the text on the page as you listen, and then work out the meaning using **Wordlist 3**. Check your findings with the **Translation**. Continue to listen, read and check until you can comfortably understand everything as you listen. Remember, wordlist 3 gives you new words only; you can check with the complete wordlist at the end of this book to see where a word first occurred.

Wordlist 3: Dialogue 3, Exercises 5–11

ag eight	reg, regte right, correct
baie much, a lot, very	sê to say
bank, -e bank	sekretaresse, -s secretary
dit this	ses six
dogter, -s daughter	seun, -s son
elf eleven	sewe seven
gaan going to	sewentien seventeen
geniet to enjoy	sien to see
gesin, gesinne family	skolier, -e schoolboy, pupil, scholar
herhaal to repeat	skryf to write
het has/have	so so
hoop to hope	spasie, -s space
hoor to hear	sy she
hospitaal, hospitale hospital	tien ten
huisvrou, huisvrouens housewife	tot siens good-bye
jaar, jare year	twintig twenty
kies to choose	vader, -s father
kind, kinders child	vals false
kok, kokke cook	van about
kursus, kursusse course	vraag, vrae question
luister to listen	vrae questions
mevrouw (mev.) Mrs., Madam	vrou, vrouens wife
moeder, -s mother	vyf five
neer down	waar true
nege nine	wanneer when
nog still, more	
of or, but, if	
oud old	

Dialogue three

Mr Pieterse	Come and meet (lit. come meet) my family. This is my wife.
Mrs Pieterse	Good morning! My name's Rita Pieterse. I'm a housewife.
Student	How do you do, Mrs. Pieterse?
Mr Pieterse	We have two children. This is my daughter.
Elsa	Good morning. My name's Elsa Pieterse. I'm twenty (20) years old. I'm a secretary.

Student	How do you do, Elsa?
Mr Pieterse	And here's my son.
Karel	Good morning. I'm Karel. I'm a schoolboy. I'm seventeen (17) years old.
Student	How do you do, Karel?
Mr Pieterse	This is the Pieterse family. You're going to hear a lot more about us. Enjoy the course!
Student	Thank you very much. I hope so.
Mr Pieterse	Good-bye!
Student	Good-bye, Mr. Pieterse.

Pronunciation points

- 1 You have no doubt noticed from what you've been listening to that the sound represented by **g** in Afrikaans is very harsh, and is spoken with a guttural sound similar to **ch** in the Scottish word *loch*. If you can produce this sound successfully, you will have gone a long way towards sounding like an Afrikaner! So you should listen and practise it now that you are at the beginning of the course. Do you remember these words and phrases from the dialogues you've heard?

Goeiemôre.

Hoe gaan dit?

Goed, dankie.

Baie goed.

Ja graag.

Aangename kennis.

Try saying them yourself, and if you're not sure of them, listen to the dialogues again. It's well worth spending time on them at this stage of your course.

- 2 The sound **e** as in the English *water* is sometimes represented in Afrikaans by the letter **i**, and sometimes by the letter **e**. You have heard the words **dit**, **is**, **in**, **begin**, **gesin**, and noticed, for example, that **is** sounded closer to the English *us* than to the English *is*. Listen to dialogue three and follow it in the textbook; you will find this sound on lines 1, 2, 5, 6, 7, 9, 10 and 13.

- 3 You will also have noticed, that the word 'n (meaning *a* or *an*) is pronounced like the neutral *e* sound we have just mentioned in note 2. Listen to dialogue three again and follow the text in the book; you will find examples on lines 3, 7 and 10.

That ends your fourth session. We suggest that your next session covers exercises five, six and seven, where you will be putting these pronunciation points (and others!) into action.

5 Study session five

● Exercise five (Oefening vyf)

Listen and answer where you see the spaces.

Now you are going to meet the Pieterse family; listen to the exercise first, and you will notice that after the members of the family speak there is a pause for you to greet them, and then the correct greeting for you to hear. Rewind and listen again, this time speaking in the pauses. Remember, rely on your ears while you are doing the exercise and look at the printed key only as a final check. Concentrate on the *g* sound in **aangename kennis**! You can, of course, follow what the family says in the textbook.

● Exercise six (Oefening ses)

Listen and repeat.

After **Oefening ses** and the instructions (**Luister en herhaal**) you will hear an example:

You hear: Good morning, Mr. Pieterse.

You say: *Good morning, Mr. Pieterse.*

The example is also printed in your textbook, and shows you that you have to repeat what you hear. Then you will hear the instruction **begin**, and the exercise starts. Listen carefully, and try to repeat what the voice says as accurately as you can. Do the exercise several times until you feel you are saying these phrases without any difficulty.

● Exercise seven (Oefening sewe)

This exercise starts with two examples which show you the pattern to follow:

You hear: This is Rita. housewife

You say: *She is a housewife.*

You hear: She is a housewife.

You hear: This is Ben. South African

You say: *He is a South African.*

You hear: He is a South African.

In other words, using **hy** (*he*) or **sy** (*she*) and the 'clue' word you compose a response to the sentence you hear, and say it in the pause; then you will hear the correct response. After the two examples on the recording you will hear the word **begin**, and then the exercise starts. Don't look at the printed answers until you have done the exercise enough times to give yourself a chance to become fluent in your replies. Remember the pronunciation of *is* and 'n! You will see that the sentences are numbered on the printed page. This is to make it easy to check with the answers; the numbers are not spoken on the recording.

6 Study session six

We think you should devote your next session to studying the following brief **Grammar notes**. Refer to the dialogue references so that you can remind yourself of the context where you heard this language being used. The references give the dialogue and then the line number, so that D1:5, 7; D2:10, 11 would mean Dialogue 1, lines 5 and 7; Dialogue 2, lines 10 and 11.

Grammar notes

- 1 There are a few everyday formulae in Afrikaans which are difficult to translate literally, but which are essential to know. Here are some that you have come across in the dialogues, and practised in exercises five and six.

goeiemôre
hoe gaan dit?
goed, dankie
aangename kennis
baie dankie
tot siens

good morning D1:1, 2; D3:2, 6, 10
how are you D1:3
well, thanks D1:4
how do you do D1:12, 13; D3: 4, 8, 12
thank you very much D1:15; D3:15
good-bye D3:16, 17.

- 2 The personal pronouns* you have met in lesson one are:

ek
ons
hy
sy
u

I D2:1, 3, 4, 6-13

we D1:7

he Ex 4; Ex 7

she Ex 7

you D1:4, 5; D2:2, 5, 7, 9, 11, 13.

- 3 The definite article* *the* in Afrikaans is **die**.
The indefinite article* *a* or *an* in Afrikaans is **'n**.

E.g. **Die** dogter is **'n** sekretaresse. *The daughter is a secretary.*

- 4 Learn the following question words.

wat
watter
waar

what D1:7, 10

which D2:1, 4, 7

where D2:9, 11

- 5 In dialogue one, you learnt that the noun **van** means *surname* (D1:10, 11).
In dialogue two, you found that **van** can also be used as a preposition*: it means *from* or *of* (D2:4, 6). In dialogue three (line 13) it means *about*.

- 6 In Afrikaans there are two different words to indicate the close family (mother, father and children) and the bigger family group, i.e. relatives (including grandfathers, grandmothers, uncles, aunts, etc.). They are:

gesin
familie

close family D3:1

relatives

In this lesson we only meet the **Pieterse-gesin**: that is, father, mother, daughter and son.

- 7 **Ek is twintig jaar oud** D3:7

Here Afrikaans uses the singular* **jaar** where English uses the plural: *I'm twenty years old.*

7 Study session seven

Your seventh and final session will be a written assignment covering exercises eight to eleven. This session gives you the opportunity to practise and reinforce what you have learnt. As we mentioned before, it is a good idea to have a special notebook for all your written work.

Exercise eight (Oefening ag)

Write the questions down.

The example (**Voorbeeld**) shows you that you have to complete the questions. The answers to the questions are already complete, so they will give you an extra clue as to what the questions should say. Look at grammar note 4 before you begin, and check with the key when you have finished.

Exercise nine (Oefening nege)

True or False?

This exercise will enable you to check that you have understood dialogue three. You have to write down whether you think each sentence is *true* (**waar**) or *false* (**vals**). If you are not sure, read the dialogue again. If you think any of the sentences are not true, write down in Afrikaans what you think should be the correct sentence. Check with the answers when you have finished.

Exercise ten (Oefening tien)

Choose the right answer (a, b or c).

A further check to see that you have understood what you have been listening to and reading. Each of the sentences has been given three possible ways of being completed. Only one way is correct, and you must choose a), b) or c) in each case. The sentences all refer to what you have heard in the dialogues, so you can check with them if you are not sure of the answers. Look at the key only when you have finished.

Exercise eleven (Oefening elf)

Complete please.

Here is a conversation between the Pieterse family and a student. Fill in the blanks to complete the conversation. You should put in one word for each set of dots. In the dialogues and previous exercises you have already learnt and practised the language you will need for this exercise, so you can always check back on anything you are not sure of. Try to complete the exercise before you look at the answers.

That's the end of your first lesson! Look back over it and see if you think you can do everything in it easily. If you have any doubts, go over those particular points again. Go through the wordlists, and check that you know what all the words mean. When you feel confident with what you have learnt, then you can go on to lesson two.

2 Lesson two

In this lesson you will learn how to ask for information, especially concerning directions and time, and you will learn some numbers.

1 Study session one

For your first study session we suggest you concentrate on dialogue one.

Dialogue one

Tackle this dialogue in the same way as you did the dialogues in lesson one.

Listen for the words **Dialoog een** (*Dialogue one*) and the "voices" introducing their names. Listen to the dialogue several times.

Dialogue one

Now follow the text on the page as you listen. Then, with the help of wordlist 1, work out the meaning and check your findings with the translation. Continue to listen, read and check until you can easily understand everything as you listen.

Remember, the wordlists give you new words only; some of the words you may already have met in lesson one. You can check with the complete wordlist at the end of this book to see where a word first occurred.

Wordlist 1: Dialogue 1 and Exercise 1

aan at, in, by	drink to drink
aankom (kom . . . aan) to arrive	eet to eat
beampte, -s officer	gaan to go, to walk
beantwoord to answer	groen green
bottel, -s bottle	halfvier half past three
buiteland foreign country	hulle they
deur through	iets something; it
dit is it is	in die buiteland abroad
doeanebeampte, -s customs officer	julle you
doeanekantoor, -kantore customs office	kamera, -s camera
dra to carry, to wear	kom . . . aan see aankom

lees to read
 lig, ligte light
 lughawe, -ns airport
 maar but, just
 moet must, should, ought to
 na to
 net just
 niks... nie nothing
 om te to
 ons our
 ook also
 oomblik moment, second

op on, in, at
 parfuum, -s perfume
 paspoort, -e passport
 rooi red
 sin, sinne sentence
 sinne sentences
 stap to walk, to step
 vakansie, -s holidays
 verklaar to declare
 verteller, -s narrator
 volgende following
 was was, were

Dialogue one

- Narrator** It's half past three. The Pieterse family arrive at the Jan Smuts airport. They were on holiday abroad.
- Officer** Passport, please!
- Ben** Here's my passport.
- Officer** Thank you! Where are your passports?
- Rita** Just a moment. Here are our passports.
- Officer** Thank you. Go through!
- Ben** Rita, we don't have anything to declare. Let's walk to the green light. The children must go to the red light.
- Customs officer** Do you have anything to declare?
- Elsa** Yes, sir. I have something to declare.
- Karel** I also have something to declare.
- Customs officer** Let's see. What do you have?
- Elsa** I have a bottle of perfume.
- Karel** I have a camera to declare.
- Customs officer** That's fine. Just go through. Good-bye.

Study session two

Now that you understand the dialogue, for your next session you should read these four brief grammar notes, which will give an insight into how the language works, and then do exercise one to practise some of it. You can listen to the dialogue again to remind yourself of how this grammar was actually used.

Grammar notes

1 Time of day

In Afrikaans *one o'clock*, *two o'clock*, etc. are written as one word, except when the numeral ends with a vowel*, like **drie** (*three*); then a hyphen is used.

For example:

vieruur	<i>4 o'clock</i>	 twee-uur	<i>2 o'clock</i>
vyfuur	<i>5 o'clock</i>	drie-uur	<i>3 o'clock</i>
sesuur	<i>6 o'clock</i>	sewe-uur	<i>7 o'clock</i>
twaafluur	<i>12 o'clock</i>	nege-uur	<i>9 o'clock</i>

The number 8 has two forms: **ag** and **agt**.

Half past three is expressed as **halfvier** (D1:1). In the same way:

halftwee	<i>half past one</i>	halfagt	<i>half past seven</i>
halfsewe	<i>half past six</i>	halftien	<i>half past nine</i>

The preposition *at* in *at five o'clock* is **om** in Afrikaans:

Hy kom om sesuur. *He comes at six o'clock.*

2 When describing how long something takes, these expressions are written as two words. For example:

Dit neem twee uur na Johannesburg. *It takes two hours to Johannesburg.*

But **'n halfuur**, *half an hour*, is written as one word.

Note that the singular form of **uur** is used in the above expression, where *hours* is used in English.

3 In Afrikaans the two words **om te** are used in place of English *to* in expressions such as: **om te verklaar**, *to declare* (D1:9, 12, 13, 14, 17).

Sometimes the two words **om te** are separated by other words in the sentence.

Ek het iets om te doen. *I have something to do.*

Ek het iets om vandag te doen. *I have something to do today.*

4 Look at the following questions:

Het julle iets om te verklaar? (D1:12) **Het hy iets om te doen?**

In English you need the verb* *do* or *does* to form questions:

Do you have anything to declare? *Does he have something to do?*

Do or *does* are not needed in Afrikaans; the order of the subject* and verb* is simply switched.

Exercise one

Answer the following questions.

You hear: Do you have anything to declare?

You say: Yes, I have something to declare.

You hear: Yes, I have something to declare.

In the textbook you will find the heading **Oefening een** (Exercise one) followed by the above instructions and example, and five questions for you to answer aloud. Before you start the tape to do the exercise, look up the new words in it in wordlist 1. Try to rely on your ears while you do the exercise, and only look at the answers in the key when you've finished, if necessary.

3 Study session three

For your next session we suggest you tackle dialogue two (**Dialogo twee**) and read the grammar and culture notes which go with it.

● Dialogue two

As you did with dialogue one, listen to the dialogue several times before you read it.

● ■ Dialogue two

Now read the dialogue as you listen. Look up the new words in wordlist 2 and use the translation to check the meaning; keep listening and reading until you understand the dialogue easily.

Wordlist 2: Dialogue 2, Exercises 2–5

aanbeveel to recommend

af from

bagasie baggage, luggage

bed, beddens bed

bus, busse bus

daar there

dame, -s lady, madam

dis it's

goeiemiddag good afternoon

gou maak to hurry up

halfuur half an hour

help to help

hoe laat at what time

hoe lank how long

hoeveel how much

hoofingang, -e main entrance

hulle they, them; their

kan can

kilometer, -s kilometre

kom ons let us

kom ons probeer let's try

kos to cost

middestad city centre

moeite trouble

my me

naby near

nag, nagte night

navraetoonbank, -e information desk

nie not

om at, round, about

ontbyt breakfast

paragraaf, paragrawe paragraph

per per

per nag a night

plek, plekke place, vacancy

plesier pleasure

probeer to try

rand (R) rand (monetary unit)

ry to drive, to ride

sekerlik certainly, surely

skakel to connect, to contact

stad toe to town

toe to

uitvind to find out

van . . . af from

veertig forty

verblyf stay

vertrek to depart, to leave

volsin, volsinne complete sentence

vir for

vriendelik friendly

vyfuur five o'clock

waarvandaan from where

wat what

wie who

wys to show, to direct

Dialogue two

Ben Good afternoon, madam. Can you tell me whether there is a bus to Johannesburg?

Lady Good afternoon, sir. Yes, there's a bus.

Rita At what time does the bus depart?

Lady At five o'clock.

Elsa From where does the bus depart?

Lady From the main entrance.

Karel How long does it take to get to town (lit. how long does the bus ride to town)?

Lady Half an hour.

Ben Which hotel can you recommend?

Lady The Protea or the Goudstad Hotel.

Rita How much is it (lit. costs it) per night?

Lady Twenty-five rand (R25) for bed and breakfast.

Elsa Are the hotels near the city centre?

Lady Yes.

Rita Let's try the Goudstad Hotel.

Ben Can you find out whether there is a vacancy?

Lady Certainly.

Ben Thank you very much for your trouble.

Lady It's a pleasure.

Karel We must hurry. The bus is going to start (lit. leave).

Elsa Yes – I don't want to walk forty kilometres.

Ben Good-bye!

Lady Good-bye! Enjoy your stay in Johannesburg.

Grammar notes

- 5 There are several question words in the dialogue. Here is a list; try to learn what they mean.

Hoe laat?

Waarvandaan?

At what time? D2:4

From where? D2:6

Hoe lank?

Hoeveel?

Wie?

Wat?

Watter?

How long? D2:8

How much? D2:12

Who?

What?

Which? D2:10

Note: **Wie** is always used for persons. **Wat** is always used for things.

If you start a question with **watter** it is always followed by a noun*. For example:

Watter hotel het plek?

Which hotel has room?

If you start a question with any of the other words, it will be followed by a verb.

Hoe laat vertrek die bus?

At what time does the bus depart?

Hoeveel kos dit per nag?

How much does it cost per night?

- 6 As with **uur** (*hours*) (grammar point 2) the singular form is used for distance measures like **kilometer** (D2:22).

Die stad is veertig kilometer van die lughawe.

The city is forty kilometres from the airport.

- 7 **Dis** is a contraction* of **dit is**. **Dit** is more formal than **dis** and is mostly used in written language.

- 8 **'n Halfuur** D2:9 When a sentence begins with the indefinite article **'n**, the **'n** is never a capital letter, but the word following it begins with a capital.

Culture notes

- 1 The national flower of the Republic of South Africa is called the **protea**. Many hotels in South Africa have this name.
The national animal is called the **springbok** (a kind of antelope).

- 2 **Goudstadhotel** **Goudstad** means *Golden City* and is a reference to the gold mines of Johannesburg.

Study session four

In your fourth study session you can learn some numbers in Afrikaans, with the help of exercise two.

Exercise two

Listen and repeat.

Find exercise two (**Oefening twee**) on the tape. The Afrikaans numbers from 1 to 12 are recorded, with pauses for you to repeat them. Do the exercise several times and try to learn the numbers as you do it. Keep going until you can remember all the numbers; test yourself by trying to say them without the tape. Then look at the key to see how the numbers are written.

In lesson one you saw the numbers in the headings for exercises 1 to 11, so only number 12 will be completely new to you.

If you turn to the **Appendix: Afrikaans Grammar** at the back of this book, you will find the Afrikaans numbers listed in section 17. This appendix is a summary of the main points in the course and you will find it very useful to refer to whenever you want to check up on a point you're not sure of.

You may have noticed that the page numbers in your textbook are printed in full in Afrikaans. If you keep looking at them as you progress through the course, they will help you to learn the Afrikaans numbers painlessly!

Study session five

So far in this lesson you have concentrated on listening, reading and speaking. Now it is time to do some more writing. For this study session, try exercises three and four. They deal with questions, so take another look at grammar note 5 first.

Exercise three

Read the paragraph and answer the questions in complete sentences.

Turn to your textbook and find the heading **Oefening drie** (Exercise three). Before you try to answer the questions about the paragraph, look up the new words in wordlist 2 and work out its meaning. Then write down your answers in your exercise book. Try the whole exercise before you check your answers against the ones in the key.

Exercise four

Ask questions which begin with the words: Who?/Where?/How long?/What?/From where?/How late?

In exercise four (**Oefening vier**), you are given the answers and you have to write down the questions. Choose the right question word for each one; you should only use each word once. Again, don't look at the key until you've finished the exercise.

Study session six

In this session you will learn some more about how to pronounce Afrikaans. Read the pronunciation points and then do exercise five (**Oefening vyf**) to practise the sounds you have read about. You can also listen to dialogues one and two again and see if you can pick out more examples of the sounds described in the pronunciation points.

Pronunciation points

- 1 **R** is always pronounced in Afrikaans. It usually has a "rolled" or "trilled" sound. Examples: **paspoort** D1:4; **kamera** D1:17. Take special care to pronounce the **r** at the end of a word, as in **verklaar** (D1:9).

The first group of words in exercise five all contain **r** sounds.

- 2 **W** is pronounced like the **v** in the English word *vine*. Examples: **waarvandaan** D2:6; **watter** D2:10.

The words in the second group in exercise five all begin with **w**.

- 3 **V** and **f** are both pronounced like the **f** in English *five*; for example, the **v** in **vertrek** (D2:4) and the **v** and **f** in **vyfuur** (D2:5) and **verblyf** (D2:24) all sound the same.

In exercise five, the third group of words gives you the chance to practise the **v**, and then there is a group containing both **v** and **f**.

Exercise five

Listen and repeat.

There is a pause for you to repeat each word. Listen carefully and do your best to imitate the sounds you hear. Repeat the exercise several times, until you feel confident that you sound like the voice on the tape. You can look in the key to check on what the words are and how they're spelt.

Your sixth study session brings you to the end of lesson two, and now you know how to count up to twelve in Afrikaans and how to ask questions with words like **wat, wie**, etc. You have also learnt to tell the time and say how long something takes. Before you go on to lesson three, make sure that you can do all these things easily.

3 Lesson three

This lesson continues with asking for information, this time in connection with prices and availability. You will learn how to book yourself into a hotel and you will practise talking about money, using some more numbers.

1 Study session one

As usual, you should start by studying dialogue one and the first grammar note. We suggest that you also try exercises one and two (both written exercises) in your first session. You'll find all the new words for the dialogue and these exercises in wordlist 1.

• ■ Dialogue one

First listen to the dialogue several times without reading it, and then follow it in your textbook while you listen. As before, the next step is to use the wordlist; then check the meaning using the translation. Don't go on until you understand the dialogue easily when you hear it.

Wordlist 1: Dialogue 1, Exercises 1-4

adres, -se address
al all
ander other
badkamer, -s bathroom
bespreek to reserve
bly to stay
dertig thirty
Dinsdag Tuesday
dubbelkamer, -s double room
duur expensive
een-en-dertig thirty-one
einde, -s end
enkelkamer, -s single room
handboek, -e handbook
hierdie this, these
in orde in order

insluit (sluit . . . in) to include
invul (vul . . . in) to fill in
juffrou, juffrouens Miss
kamer, -s room
kamernommer, -s room number
maand, -e month
mense people
negentien nineteen
nommer, -s number
ontvangsdame, -s receptionist
portier, -s porter
poskode, -s postal code
prys, -e price
roep to call
sal shall, will
sestien sixteen
sluit . . . in see insluit

tarief, tariewe tariff
 te too
 te duur too expensive
 telefoonnommer, -s telephone number
 tot till, to, as far as
 vergelyk to compare, to refer to,
 to check

volgende next
 vorm, -e/-s form
 vul... in see invul
 vyf-en-twintig twenty-five
 wag to wait
 week, weke week
 wees to be

Dialogue one

The Pieterse family arrive at the Goudstad hotel.

- Receptionist** Can I help you, sir?
- Mr Pieterse** Good afternoon, miss, yes please. I want to make a reservation for four people.
- Receptionist** A double room and two single rooms? Will that be all right (lit. good)?
- Mr Pieterse** Yes, thank you, but how much does it cost?
- Receptionist** The tariff is twenty-five rand (R25) per night for a double room and sixteen rand (R16) for a single room. The price includes bed and breakfast. All the rooms have bathrooms.
- Mr Pieterse** Thank you, it's not too expensive. Can we stay here till the end of the month?
- Receptionist** Till next Tuesday? Yes, that's all right (lit. in order). Please fill in this form; your first name, surname, address and telephone number.
- Mr Pieterse** Good... and what are our room numbers?
- Receptionist** The double room is number nineteen (19). The other two are thirty (30) and thirty-one (31). Wait, I'll call a porter. He can carry your luggage.

Grammar note

- 1 The plural forms of **rand** and **sent** are not generally used when giving prices. For example:
Die tarief is vyf-en-twintig rand. *The tariff is twenty-five rand. (D1:7)*
Dit kos tien sent. *It costs ten cents.*

Exercise one

Fill the form in.

In your textbook is the form Ben had to fill in. Copy it into your exercise book and complete it with your own details.

You should have filled in your first name and surname, your address, postal code and telephone number.

Exercise two

True or False?

This exercise checks your understanding of dialogue one. If you think any of the sentences are false, write in Afrikaans what you think a true version of the sentence should be. The answers are in the key.

2 Study session two

Now that you understand dialogue one and have practised some of the language in it, you can go on to read the note about numbers below. Practise using them by doing exercises three and four with the tape. The new words in these exercises are in wordlist 1.

Grammar note

- 2 Look again at the **Appendix: Afrikaans Grammar**, section 17, and study the numbers from 13 to 100. You will see that the spelling of **vier**, **sewe**, **ag** and **nege** changes when they are used in compound numbers* above ten:
- | | |
|--------------------------------|----------------------------------|
| vier: veertien, veertig | sewe: sewentien, sewentig |
| ag (agt): tagtig | nege: negentien, negentig |

Note, too, the way numbers above twenty are formed:

vyf-en-twintig (D1:7) 25 (lit. *five-and-twenty*)
 een-en-dertig (D1:18) 31 (lit. *one-and-thirty*)

Exercise three

Listen and repeat.

These are some of the numbers between 13 and 100. Repeat them several times, until you can say them without hesitating, and try to work out what they are. You'll find them printed in the key.

Exercise four

Listen to the sentences and write the numbers.

This exercise gives you practice in recognising numbers when you hear them. Each sentence includes a telephone number; try to write it down. You may need to listen several times to each sentence; don't look up the answers in the key until you have tried the whole exercise.

3 Study session three

For your next study session we suggest you go on to dialogue two and then try exercise five. The new words for this part of the lesson are in wordlist 2.

Dialogue two

Tackle this dialogue as you did dialogue one; first listen, then read and listen, then look up the words and check with the translation. Keep reading and listening until everything is familiar.

Pronunciation point

You will see that *dié* (D2:5) and *hét* (D2:10) have a written accent on the *e*; this is to indicate a special stress when these words are spoken.

Wordlist 2: Dialogue 2, Exercises 5–8

aan on	lyk to seem
af down	maak to make, to do, to form
Donderdag Thursday	Maandag Monday
eetkamer, -s dining room	neerskryf (skryf . . . neer) to write
ekskuus (I beg your) pardon?	down
gaaf nice, fine	ontbrekend, -e missing
gang, -e corridor	rangskik to arrange
gebruik to use	Saterdag Saturday
gee to give	sleutel, -s key
gegewe given	Sondag Sunday
herskryf to rewrite	volgorde sequence, consecutive order
hysbak, -ke lift	Vrydag Friday
lekker nice, enjoyable	wasgoeddiens, -te laundry service
linkerkant, -e left-hand side	Woensdag Wednesday
logies, -e logical	woord, -e word

Dialogue two

Porter	Is this all your luggage?
Karel	Yes, let me help you.
Porter	Thank you – here's the lift.
Elsa	Where's the dining room?
Porter	Down this corridor, on the left-hand side.
Elsa	Thank you. Can you tell me whether the hotel has a laundry service?
Porter	Pardon?
Elsa	A laundry service?
Porter	Yes, the hotel has a laundry service; from Monday to Saturday.
Rita	That's nice, it seems to me we're going to enjoy our stay.
Porter	Here we are – here are your keys.

Mr Pieterse Thank you very much for your trouble.

Porter It's a pleasure.

Grammar note

3 Two days of the week were mentioned in dialogue two. Here is the complete list:

Maandag	Monday D2:11	Vrydag	Friday
Dinsdag	Tuesday	Saterdag	Saturday D2:11
Woensdag	Wednesday	Sondag	Sunday
Donderdag	Thursday		

Exercise five

Form questions.

You hear: I – Monday

You say: *Can I stay here till Monday?*

You hear: Can I stay here till Monday?

This is the example of what you will be doing; that is, asking questions using the words you hear. You'll be practising saying the days of the week. When you've done the exercise, test yourself; see if you can say all the days of the week without listening to the tape or looking at the key.

4 Study session four

To finish the lesson, try the remaining written exercises (six to eight) for your final study session. There is one more grammar note to look at before you do exercise eight, and the new words are in wordlist 2.

Exercise six

Fill in the missing words.

It is a good idea to listen to and read dialogue two again, before doing this exercise to see if you can remember some of the words which were introduced in the dialogue.

Exercise seven

Arrange the sentences in the logical order, and write them down.

This exercise goes back over the story of both dialogues; when you put the sentences in order, they will make a summary of what happened. Check your answer carefully with the key to make sure your spelling is correct.

Grammar note

4 When auxiliaries* are used there is a change in the word order in Afrikaans. The auxiliaries, like **sal** and **wil**, take the same place in the sentence as their English equivalents, but the main verb is always placed at the end of the sentence. The verb does not change, except in the case of **is**, when the infinitive* form **wees** is used.

Die portier dra die bagasie.

The porter carries the luggage.

Die portier wil die bagasie dra.

The porter wants to carry the luggage.

Hy is moeg.

He is tired.

Hy sal moeg wees.

He will be tired.

The auxiliaries you will need to know are:

sal shall, will D1:5; D2:12

kan can, be able to D1:1, 11, 19; D2:6

wil wish to, want to D1:2

moet must, have to

Exercise eight

Rewrite the sentence. Use the given word.

Example Mr. Pieterse makes a reservation. wants to

Mr. Pieterse wants to make a reservation.

This exercise gives you some practice in using the auxiliaries. Take care over the word order; if necessary, look at grammar note 4 and the examples in the dialogues again.

Now that you have reached the end of lesson three, you know the days of the week and all the numbers up to 100 in Afrikaans. You can book yourself a room and fill in a reservation form. Check up on all these points and make sure that you know how to use the auxiliaries correctly before you continue.

4 Lesson four

In this lesson you will learn how to ask for directions, and how to follow the directions you are given. You will also find out how to ask for what you want in a post office.

1 Study session one

For your first session we suggest you concentrate on dialogues one and two, which are quite short. The new words in both are listed in wordlist 1.

• ■ Dialogue one

Study the dialogue in the usual stages: first listening, then listening and reading, and finally using the wordlist and translation.

Wordlist 1: Dialogues 1–2, Exercises 1–2

agtien eighteen
Amerika America
bushalte, -s bus stop
elke each
haal ('n bus) to catch (a bus)
jy you
kom . . . terug see terugkom
lank long (adverb)
mammie, -s Mum, Mother
minuut, minute minute
natuurlik of course
nee wat not really

neem to take
pos to post
poskaart, -e postcard
poskantoor, -kantore post office
regoor right opposite
soek to seek, to look for
terug back
terugkom (kom . . . terug) to come back
twaalfuur twelve o'clock
vind to find
vra to ask

Dialogue one

Rita and Elsa at the hotel

Elsa Mum, I must go to the post office. I want to post a card to Andries in America.

Rita Will you find the post office?

Elsa I'll ask the porter. He'll tell me where I can catch a bus. I'll come back at twelve o'clock. Good-bye.

Rita Good-bye, Elsa.

Grammar note

1 While English uses two words to talk about the future, *shall* and *will*, Afrikaans only uses the one word *sal*.

Sal jy die poskantoor vind?

Will you find the post office? (D1:3)

Ek sal die portier vra.

I shall ask the porter. (D1:4)

You can find more details about the future tense* in the appendix, section 2c.

• ■ Dialogue two

Tackle dialogue two in the same way as dialogue one. Keep listening and reading until you find it easy to understand.

Dialogue two

At the enquiry desk

Elsa Good morning!

Porter Good morning! Can I help you?

Elsa Yes, please. (lit. Please.) I want to go to the post office. Can you tell me where I can catch a bus?

Porter Of course. Right opposite the hotel is a bus stop. Take a number 16 or a number 18.

Elsa Shall I have to wait long?

Porter No, not really. There's (lit. there comes) a bus every ten minutes.

Elsa Thank you very much. Good-bye!

Porter It's a pleasure. Good-bye!

Grammar note

- 2 The Afrikaans equivalent for *long* is **lang**, but it becomes **lank** in the following cases:
- as an adverb*: **lank wag** to wait long D2:7
 - after a verb: **die straat is lank** the street is long.

2 Study session two

Now that you understand dialogues one and two, you can go on to practise some of the language they introduced. Try the first two written exercises (exercises one and two).

■ Exercise one

One word/two words. Look for the words in dialogues one and two.
Often one word is used in Afrikaans where English would use two. Find all the examples you can in the dialogues.

■ Exercise two

Example I . . . to the post office.
I must go to the post office.

Complete the sentences as in the example; they all come from dialogues one and two, but try not to look at the dialogues. You will be using the auxiliaries which you learnt about in lesson three.

3 Study session three

In this session you should be able to master the next two dialogues and do exercise three to check that you have understood the new language. You will find the new words in wordlist 2.

● ■ Dialogue three

First listen several times, then read and listen and then work out the meaning.

Wordlist 2: Dialogues 3–4, Exercise 3

af tot up to
afklīm to get off, to alight
antwoord, -e answer
as as, when, if
beamp̃te, -s clerk, official
behulp̃saam, -same helpful
dame, -s Miss,
dieselfde the same
doen to do, to make
draai to turn
gelukkig fortunately, luckily
halte, -s stop
hē to have
ingang, -e entrance
Johannesburger Johannesburger
kleingeld (small) change
koop to buy
links left
lugpos airmail
lugposseel, -s airmail sticker

nee no
nodig, -e necessary
o! oh!
op (wag op die bus) for (wait for the bus)
posgeld postage
posseel, -s stamp
presies exactly
reg ready
regs right
reisgeld fare
sent, -e cent (*monetary unit*)
toonbank, -e counter
tweede second
van of
Verenigde State United States
vriendelik kind
vyftig fifty
vyftigsentstuk fifty-cent coin
weer again
weet to know

Dialogue three

At the bus stop

Elsa Are you also waiting for the bus?

Johannesburger Yes. I must go to the city centre.

Elsa I want to go to the post office, but I don't know where it is.

Johannesburger You must get off at the same stop as I must. I'll show you.

Elsa That's very kind. Thank you very much. How much is the fare?

Johannes= It's 50 cents. You must have exactly 50 cents change ready.
burger

Elsa Oh! Let me see. Yes, luckily I do have a fifty cent piece.

● ■ Dialogue four

Study this dialogue in the same way as dialogue three.

Dialogue four

At the post office counter

Elsa A postcard, please!

Clerk Here you are, miss (lit. here, lady). This costs ten cents. Will that be all?

Elsa Thank you. No, I'd also like to buy some stamps.

Clerk For how much?

Elsa How much is the postage for a postcard to the United States?

Clerk Let me see: oh yes, here it is. It'll cost 20 cents. Here's the stamp and also an airmail sticker.

Elsa Thank you very much. Where should I post the card?

Clerk Foreign airmail is just to the right of the entrance over there.

Elsa Thank you. You were very helpful. Good-bye!

Grammar notes

- 3 The plural in Afrikaans is normally formed by adding -s or -e to a noun.

posseël: posseëls D4:3
 halte: haltes

poskaart: poskaarte
 land: lande

As there is no simple rule for when to add -e and when -s, it is easier to learn the plural for each word when you meet it in the wordlists. Irregular plurals will be pointed out as they appear.

In the wordlists to each lesson, and in the complete wordlist at the end of the book, we have given you plural indications as follows: where the plural is formed by adding s or e the entry reads, e.g. **bottel, -s** or **voorbeeld, -e**; where the plural can be formed by adding either e or s, the entry reads, e.g. **vorm, -e/-s**; where the plural is irregular or complicated we give it in full, e.g. **naam, name, lig, ligte**; where no plural is given, this means that the word has no plural form.

It would be a good idea at this point to go back over the wordlists you have already worked with and check on the plurals of the words you have learnt so far.

- 4 Word order in Afrikaans differs from English and can cause some difficulty at first.

If a sentence does not start with the subject, the verb will precede the subject. Here are a few examples:

Ek het gelukkig 'n vyftigsentstuk. (ek = subject, het = verb)

Gelukkig het ek 'n vyftigsentstuk. D3:11

Die posseël is hier. (die posseël = subject, is = verb)

Hier is die posseël. D4:8

The second verb, if there is one, remains at the end of the sentence:

U moet daar weer links draai.

Daar moet u weer links draai. D5:10

■ Exercise three

Example The hotel is *there*.

There is the hotel.

As in the example, rewrite each sentence starting with the word(s) in italics. You will be practising what you learnt about word order in grammar note 4.

4 Study session four

Now you are ready to go on to dialogue five and, with the help of some more notes, to practise writing some of the language you meet there.

● ■ Dialogue five

Tackle this dialogue in the usual way. There are quite a lot of new words here, which you'll find in wordlist 3.

Wordlist 3: Dialogue 5, Exercises 4–10

beduie to direct	met . . . af along, down
blok, blokke block	na . . . toe to
dan then	pad, paaie road
eerste first	reguit straight
gekom (from kom) come/came	roete, -s route, road
gesien (from sien) seen/saw	seker certainly
hoek, -e corner	sluit to close
huis, -e house, home	stopstraat, -strate stop sign
instruksie, -s instruction, direction	straat, strate street
kerk, -e church	stuur to send
kruising, -s crossing	teken to draw, to sketch
kruisstraat, -strate crossing	ver far
loop to walk, to go	verkeerskonstabel, -s traffic policeman
meneer, menere sir, gentlemen	verkeerslig, -te traffic light(s)

Dialogue five

In the street outside the post office

Elsa Good morning, sir.

Traffic policeman Good morning, miss. Can I help you?

Elsa Yes, thank you. I came from the Goudstad Hotel by bus. But I saw that it wasn't far and I'd like to walk back to the hotel. Can you direct me?

Traffic policeman Certainly, miss. You walk straight down (along) this street to the second traffic lights (robots). Then you must turn right. At the first crossing you must turn left. After two blocks you will come to a stop sign. There you must turn left again, and walk another block to the next corner. There's the hotel, opposite the church.

Elsa Thank you very much. Good-bye!

Grammar notes

- 5 In Afrikaans there are three ways of indicating direction. You can say:
 poskantoor toe to the post office D1:1; D2:3; D3:3
 na die hotel toe to the hotel D5:5
 or even, in some instances:
 na die Verenigde State to the United States D4:5, 10.

You will not come across many cases where two prepositions can be used in three different ways to express the same relationship. Two prepositions used together, like **na . . . toe**, are however a regular feature of Afrikaans. For example:

van die Goudstadhotel af from the Goudstad Hotel D5:3
 met hierdie straat af along/down this street D5:7.

- 6 You can give instructions in two different ways: either by using the word **moet** (*must*) or simply by starting with the verb. In the second case, the subject **u** is left out (see appendix, section 5a). For example:

U moet 'n nommer sestien neem. Neem 'n nommer sestien. D2:5
 (You must take a number sixteen.) (Take a number sixteen.)
 U moet regs draai. D5:8 Draai regs.
 (You must turn right.) (Turn right.)

Notice that, in the instructions with **moet**, the verb goes to the end of the sentence.

■ Exercise four

Example You go straight on.
 You *must* go straight on.

You'll be turning the sentences into instructions using **moet**, as in the examples in grammar note 6.

■ Exercise five

Example You must go straight on.
 Go straight on!

Do the same with your answers to exercise four. This time you're practising the other way of giving instructions.

5 Study session five

If you're confident that you understand dialogue five easily now, go on to do exercises six to eight. They exercise more of the language in the dialogue, so it will help you to listen to it again. There are a few more new words; they're in wordlist 3.

■ Exercise six

Fill in.

This is an extract from the policeman's instructions in dialogue five. If you can't remember what he said, listen again.

■ Exercise seven

Example You turn left.
Turn left!

This is some more practice in giving instructions.

● ■ Exercise eight

Listen to the instructions and then draw the route.

This time you will see if you can understand directions when you hear them. The directions are recorded; listen several times if necessary while you look at the map. Don't read the directions in the key except to check what you heard.

6 Study session six

For your final session of lesson four, we suggest you turn to pronunciation. Exercises nine and ten will check if you can distinguish between some different Afrikaans sounds.

For extra practice of these and other sounds, you can turn at any time to **Die Afrikaanse klanke** (*The Afrikaans sounds*) on cassette 3 at the beginning of side A. It is also printed in the textbook on page 191, with a wordlist after lesson 40 in this book. All the sounds of Afrikaans are recorded for you to listen to and repeat.

To start the session, here is a culture note for you to read.

Culture note

How does one address a stranger in Afrikaans? Afrikaans, like many other languages, has a polite and a familiar form of address. The polite form **u** is used for strangers and for superiors. The more familiar **jy** is used for friends and for relatives of one's own age group and younger.

Rita calls her daughter **jy**: **Sal jy die poskantoor vind?** (D1:3). Elsa addresses the porter, the stranger at the bus stop, the post office clerk and the policeman as **u** (D2:3; D3:1; D4:12; D5:6) and they also call her **u** (D2:2; D3:5; D5:2).

There is also a third way of addressing people, which you will hear about later. All three modes of address are summarized in the appendix in section 8b.

● ■ Exercise nine

*Listen and then write the words with **ui** on the left and with **y/ei** on the right.*

All the words on the tape contain either the sound **ui** or the sound **y**, which may also be spelt **ei**. These two sounds are similar and are easily confused. You may need to listen several times to distinguish them all.

● ■ Exercise ten

Listen and then write the words with **uu** on the left and with **ie** on the right. These are also similar sounds. The exercise follows the same pattern as exercise nine.

This brings you to the end of lesson four. Before you go on, check that you can give instructions confidently and can easily understand the directions you've heard. Make sure that you know how to talk about the future (grammar note 1) and can remember the plurals of the words you've learnt (grammar note 3).

5 Lesson five

In this lesson you will learn how to talk about your plans for the future and how to go about renting accommodation.

1 Study session one

To start the lesson, you should familiarize yourself with dialogue one.

● ■ Dialogue one

As usual, listen first, then listen and read the dialogue. Finally, work out the meaning using wordlist 1 and the translation. You'll see that, in talking about his plans, Ben uses some of the auxiliaries you learnt about in lesson three.

Wordlist 1: Dialogue 1, Exercises 1–2

akkommodasie accommodation	meer more
belangrik, -e important	nuus news
besigheid, -hede business	nuut, nuwe new
besluit to decide	ou old
besluit, -e decision	Pappie Dad
beter better	se 's, of, belonging to
dat that, so that	solank meanwhile
eers first, at first	sy his, its
Engeland England	teruggaan to go back
goed, goeie good	uit out, from
groot big	vennoot, -note partner
hoofkantoor, -kantore head office	vertel (vir sy vrou) to tell (his wife)
huur to rent	woonstel, -stelle flat, apartment

Dialogue one

Mr. Pieterse's decision

Narrator Mr. Pieterse decides that he won't return to his old home in Bloemfontein. His work will be in Johannesburg and he must go and live in Johannesburg. He tells his wife and children of his decision.

- Mr Pieterse** Rita, children, I have important news!
- Rita** What is it?
- Mr Pieterse** We won't be living in Bloemfontein any more.
- Elsa** That's news. Where are we going to live then?
- Mr Pieterse** In Johannesburg. The business is too big. It's better for me to have my head office here.
- Karel** Must we buy a house here then?
- Mr Pieterse** Yes, but we first have to look for a good house. Meanwhile we can rent a flat.
- Rita** This will certainly also be better for your new partner. When Paul de Klerk arrives, he will also have to look for accommodation.
- Mr Pieterse** Yes, it'll be much better for him and his family.
- Elsa** When will the De Klerks return from England, Dad?
- Mr Pieterse** Next week.

Grammar note

- 1 Rita talks about **jou nuwe vennoot**, *your new partner* (D1:15). The adjective* **nuut** changes to **nuwe** before a noun. You'll meet more examples of such changes later.

2 Study session two

Now you can try the first two exercises to practise writing some of the new language from the dialogue. There is a note to help you tackle exercise two.

■ Exercise one

Fill in shall, can or must.

In this exercise you must rewrite each sentence using the auxiliary you are given. Follow the same pattern as the example. You may need to take another look at the note on auxiliaries (lesson three, grammar note 4).

Grammar note

- 2 You will remember from lesson two (grammar note 4) that one way to form questions in Afrikaans is to start with the verb.

U is in die hotel. **Is u in die hotel?**

Sometimes a sentence contains more than one verb, for example, an auxiliary and a main verb. The second or main verb remains at the end of the sentence, even in questions. For example:

Ons moet dan hier 'n huis koop. **Moet ons dan hier 'n huis koop?** D1:12.

■ Exercise two

In this exercise you'll form a question from each sentence, as in the example. The sentences are the ones you wrote for exercise one, so they all contain auxiliaries.

3 Study session three

Now you are ready to go on to dialogue two and the notes which go with it.

● ■ Dialogue two

You should study the dialogue in the same way as dialogue one. The new words for this and the rest of lesson five are listed in wordlist 2.

Wordlist 2: Dialogue 2, Exercises 3–8

bes best
besigtig to view, to inspect
betaal to pay
dink to think
eiendomsagent, -e estate agent
hallo! hello!
huur rent

huurmotor, -s hire-car, taxi
hys to hoist
kantoor, kantore office
lys, lyste list
man, -s/-ne man; husband
miskien perhaps, possibly
oor over
oor die telefoon on the phone

paar ('n paar) few (a few)
paar, pare pair, couple
per (per bus) by (by bus)
reis, -e journey, trip
skaars scarce
skakel to ring
stad, stede town, city
suid south

telefoon, -fone telephone
terugbel to ring back
uur, ure hour
vakansiedag, -dae holiday
vierhonderd four hundred
vliegtuig, -tuie aeroplane
vuur, vure fire, flame
waarom why

Dialogue two

Mr. Pieterse speaks on the phone.

Agent Hello! Kosmos Estate Agents here.

Mr Pieterse Good afternoon! My name is Pieterse. I'm ringing from the Goudstad Hotel. I'm looking for a flat. Can you help me?

Agent Possibly, Mr. Pieterse. We can try. Flats are very scarce. But where do you want to live?

Mr Pieterse I think in Hillbrow or Berea. That's not too far from the city.

Agent How much are you prepared to pay a month? (lit. How much rent per month do you want to pay?)

Mr Pieterse Not more than R400 a month.

Agent We'll do our best, Mr. Pieterse. We have a few flats in Hillbrow on our list. I'll ring you back. Then you can inspect the flats. What's your telephone number?

Mr Pieterse 6-6638. Room 19. Thank you very much. Then I'll hear from you again. Good-bye.

Agent Good-bye, Mr. Pieterse.

Culture note

Hillbrow is widely known as one of the most densely populated suburbs of South Africa, consisting of high-rise blocks of flats.

Grammar notes

3 You may have spotted a few more Afrikaans words in the dialogues which are written as two words in English. Here they are:
hoofkantoor head office D1:10 **telefoonnommer** telephone number D2:16.
eiendomsagent estate agent D2:1

4 The words **huur** and **rente** are easily confused, because **rente** looks so much like the English word *rent*. In fact, **huur** means *rent*. **Rente** is the Afrikaans for *interest*.

5 Afrikaans has a double negative; there is an extra **nie** at the end of sentences in the negative. For example:
Dis nie te ver uit die stad nie. D2:8 **Nie meer as R400 per maand nie.** D2:11.

You will learn more about this construction as the course progresses. Negatives are summarized in section 6 of the appendix.

6 A number of Afrikaans words look like their English equivalents, but have lost the final t:

bes best D2:13

lys list D2:14

nag night

pos post

(verkeers)lig (traffic) light

This t comes back when an -e is added for the plural form: **nagte**, **lyste**, **ligte**.

4 Study session four

Now we suggest that you do some more writing and speaking practice. Exercises three and five revise some familiar language and exercise four is a pronunciation exercise.

■ Exercise three

When and how long?

This exercise revises the phrases for telling the time and saying how long something takes (lesson two, grammar notes 1 and 2). Answer the questions as in the example, using the given numbers in your answers. Note that the questions involve the time of day and length of time alternately.

● Exercise four

Listen and repeat.

The words which are recorded contain the sounds **u** and **i**. It is important to be able to distinguish them, so listen very carefully and try to make the difference yourself when you repeat.

For more practice of these and other sounds, you can use **Die Afrikaanse klanke** (cassette 3A and textbook page 191).

■ Exercise five

Here is some more practice in using the future tense. To remind yourself how to form it, look back at lesson four, grammar note 1 or at section 2c of the appendix. In this exercise you must turn each sentence into the future tense – and take care over the word order!

5 Study session five

This session rounds off the lesson with some more writing and some listening practice. Try to complete exercises six, seven and eight.

■ Exercise six

Rewrite each sentence using the correct pronoun, as in the example. In this exercise you will be revising the personal pronouns, some of which you first met in lesson one (grammar note 2). **Hulle**, *they*, is also included here. Look at the appendix section 8a for a complete list of the personal pronouns.

● ■ Exercise seven

Listen and write.

This exercise gives you more practice in distinguishing sounds. The words are recorded in pairs which may or may not contain the same vowel sound. Listen

and write down each pair, then write beside it **dieselfde** (*the same*) or **nie dieselfde nie** (*not the same*). You'll probably need to listen several times and stop the tape while you write.

Remember: you can use **Die Afrikaanse klanke** for more sounds practice.

● ■ Exercise eight

Listen and then write the answer.

Here is an exercise to check if you can understand what you hear. A very short conversation is recorded; listen to it several times, then read the questions and see if you can write down the answers. Listen a few more times if necessary and only read the conversation in the key as a last resort.

There were several revision exercises in this lesson. Make sure that you are thoroughly familiar with the points they covered as well as the new language you have learnt. Then you will have a sound basis to build on when you tackle lesson six.

Mr Venter

Karel, what form (standaard) is this?

Karel

Form nine, sir.

Mr Venter

What were your subjects (lit. choice of subjects) at your previous school?

Karel

Sir, I'm very interested in the sciences. My subjects were:

Mr Venter

And the sixth subject?

Karel

Ugh, sir, it's History. I don't like it.

Mr Venter

And what is the best subject?

Karel

Mathematics, sir. I'm very good at it.

Mr Venter

And what is the worst subject?

Karel

English, sir. I don't like it.

6 Lesson six

In this lesson you will learn to give more information about yourself and to say what you like or dislike. You'll also find out how to say who something belongs to.

By now we expect you have got used to the pattern of study, so we shall no longer suggest study sessions for you. This doesn't mean you should try to complete the whole lesson in one session! Continue to break the lessons up into manageable amounts, and don't try to push ahead too fast.

● ■ Dialogue one

The dialogue is in two parts. Tackle it in the usual way; the new words for this and exercise one are in wordlist 1. Practise reading the dialogue aloud to get used to saying longer sentences.

Wordlist 1: Dialogue 1 and Exercise 1

belangstel (in) (stel ... belang) to be interested (in)	nou now
besonderhede details, particulars	onderwyser, -s teacher
besonderheid, -hede detail	Rekeningkunde Accountancy
boek, -e book	sesde sixth
daarvan it (lit. of it)	skool, skole school
Engels English	skool toe! off to school!
Geskiedenis History	skoolhoof, -hoofde principal
Geskiedenisonderwyser History teacher	standerd, -s form, standard
hou ... van to like	stel ... belang see belangstel
inskryf to enrol	vak, vakke subject
jou your; you	vakkeuse, -s (choice of) subjects
juis just, really	vakonderwyser, -s subject teacher
klas, klasse class	verwag to expect
kry to get	vol, volle full
kwaai strict	vorige previous
ma, -'s mother, mum	wetenskap, -skappe science(s)
	Wiskunde Mathematics

Dialogue one

Off to school!

Rita Hurry up, Karel! The principal is expecting us at eight o'clock.

Karel I'm co-ming!

At school

Rita Good morning. I am Mrs. Pieterse. This is my son, Karel.

Principal How do you do, madam. My (sur)name is Venter.

Rita I'd like to enrol Karel at your school.

Mr Venter Fine. Let's write down all his details. What's his full name and address?

Rita Karel Willem Pieterse. Our address is:
Sonsig 215
Bloustraat 1470
Johannesburg
2000

Mr Venter Karel, what form (standard) are you in now?

Karel Form nine, sir.

Mr Venter What were your subjects (lit. choice of subjects) at your previous school?

Karel Sir, I'm very interested in the sciences. My subjects were: Afrikaans, English, Mathematics, Science and Accountancy.

Mr Venter And the sixth subject?

Karel Ugh, sir — it's History. I don't like it.

Mr Venter Ha-ha! And our History teacher is really strict! Well, madam, you may go now. I'll take Karel to his class. The subject teachers can give him the books he needs (lit. the necessary books).

Culture note

- 1 **Standard nege** (*form nine*) is the year immediately preceding the final year at secondary school. School-leaving age in South Africa is usually seventeen or eighteen. The final school-leaving examination is known as the Senior Certificate, or as Matriculation in cases where it is recognised as an university entrance qualification.

● ■ Exercise one

Listen to the questions and then write down the correct answer.

The recorded questions are about dialogue one. Listen to them first, then look at the suggested answers. You may need to look at the dialogue again before you can pick the right ones.

Grammar notes

1 Addresses

In Afrikaans the number is always written after the name of a flat or a street. In D1:10–13, for example, we have:

Sonsig 215

Bloustraat 1470

Johannesburg

2000

Note, too, that street names are written as one word, as in the above example and in the following:

Bloulaan

Blou Avenue

Blouweg

Blou Road

The postal code is written below the city and no commas or full stops are used.

Try to write down your own address in the same way.

- 2 Ordinal numbers* (*first, second*, etc.) are formed in Afrikaans by adding **-de** or **-ste** to the cardinal number* (*one, two*, etc.). In D1:20 you have **sesde** (*sixth*) and you've already met **eerste** (*first*) and **tweede** (*second*).

The cardinal and ordinal numbers are listed in the appendix, section 17, but you don't need to learn them all yet.

- 3 The expression **hou van** (D1:21) is the equivalent of *to like*, or *to be fond of*. For example:

Ek hou van Wiskunde.

I like Mathematics.

Ek hou van Rita.

I'm fond of Rita.

If the thing that is liked is "it" (**dit**), take care not to say **van dit**, which is incorrect. **Daarvan** (literally *thereof*) (D1:21) is used instead:

Ek hou van tee.

I'm fond of tea.

Ek hou daarvan.

I'm fond of it.

- 4 **Juis** (D1:23) is one of the many little words in Afrikaans which have no exact equivalent in English. The only way to convey its meaning is to stress the verb:

En ons Geskiedenisonderwyser is juis so kwaai!

And our History teacher is so strict!

● ■ Dialogue two

Study this dialogue in the usual way. The new words in this dialogue and the rest of the lesson are listed in wordlist 2.

Wordlist 2: Dialogue 2, Exercises 2–9

aantrek (trek . . . aan) to dress, to wear	joune yours
agter at the back, behind	julle your
almal everybody	ken to know
ander other, another	keuse , -s choice
bank , -e desk	koerant , -e paper
besef to realize	koffie coffee
dikwels often	kom haal to come and fetch (lit. come fetch)
foto , -s photos	korrek , -te correct
gebeur to happen	leen to borrow
gloria glory	lewe to live
haak , hake hook, bracket	liedjie , -s song
haar her	maat , -s friend
hoera! hurrah!	mens , -e man, person; people (pl.); one
hoërskool , hoërskole high school	
hul they, them; their	
hulle their	

motor, -s car
 myne (een van myne) mine (one of mine)
 'n ander man another man
 na (luister na) to (to listen to)
 neersit (sit . . . neer) to put down
 niemand . . . nie nobody
 nooi, -ens girlfriend
 nuut, nuwe new
 plek: in Jan se plek in Jan's place
 res rest
 rugbyspeler, -s rugby player
 rugbytrui, -e rugby jersey
 saamsing to sing together
 sit to put
 sit . . . neer see neersit
 s'n 's, of
 solank meantime, for the time being
 speel to play

stem, stemme voice
 stilte silence
 stry (oor) to quarrel (over)
 syne his
 tas, tasse bag, suitcase
 terwyl while, as
 trek . . . aan see aantrek
 trui, -e jersey
 tussen between
 tussen hakies in brackets
 vir (kyk vir) at (to look at)
 voorste front
 voornaamwoord, -e pronoun
 waai to blow
 werk, -e work
 westewind west wind
 wind, -e wind, breeze
 woës, -te desolate, fierce

Dialogue two

- Strict voice* Doesn't anybody know (lit. does nobody know) what happened in 1820?
- Mr Venter* In the Johannesburg High School everybody knows his History or else . . .
- History teacher* Put your bag down at this front desk. Then come and fetch your new books. The rest of the class: study (lit. learn) your work in the meantime.
- First voice* Do you know who he is?
- Second voice* Yes! His photo is often in the paper. He's a good rugby player.
- First voice* Hurrah! Then he can play in Jan's place on Saturday.
- Second voice* Where is he going to get a rugby jersey?
- First voice* He can borrow one of mine.
- History teacher* Be quiet (lit. silence) at the back (lit. of the class)!

Culture note

- 2 In South Africa, especially for the Afrikaner, rugby is regarded as the national sport. It is not surprising, then, that one of the first things schoolboys will be interested in is whether a new arrival will strengthen their rugby side.

Grammar notes

- 5 *Goed* (good) is another adjective which changes when used before a noun.

So in D2:9 you have:

Hy is 'n goeie rugbyspeler.

Compare nuut/nuwe (lesson five, grammar note 1).

- 6 In Afrikaans one word, *leen* (D2:13), corresponds to both the English words *lend* and *borrow*. See that you use the correct preposition with it:

Ek leen dit van hom.

I borrow it from him.

Ek leen dit vir/aan hom.

I lend it to him.

Exercise two

Choose the right word from the following: **u**, **jy**, **jou**.

This exercise gives you more practice in using the formal you (**u**) and the informal you (**jy**) correctly (lesson four culture note). You've seen several more examples of both in this lesson:

the principal calls Rita **u** (D1:25)

Rita calls the principal **u** (D1:6)

the principal calls Karel **jy** (D1:14)

Karel would call the principal **u**

the History teacher calls the class **julle** (plural of **jy**) (D2:6)

the first boy calls the second boy **jy** (D2:7).

Exercise three

Choose the correct word in brackets.

Before you attempt this exercise, read the note below on **ken** and **weet**.

Afrikaans has two words for *to know*, but they are not interchangeable:

Weet niemand wat in 1820 gebeur het nie? D2:1

In die Hoërskool Johannesburg **ken** almal hulle Geskiedenis . . . D2:2.

Weet means to know a fact, while **ken** means to be familiar with a subject, person or thing. As a guide, you will generally find **ken** in short sentences with only one verb (exception: **Ek weet nie**, *I don't know*) and **weet** in longer sentences with two verbs.

Grammar notes

7 In dialogues one and two, all the possessive pronouns* (*my*, *your*, etc.) were used except **haar** (*her*). Here is the complete list:

my *my* D1:3, 5, 18

jou *your* (informal, singular) D1:16; D2:4, 5

u *your* (formal) D1:6

sy *his* D1:7, 8, 25; D2:8

haar *her*

ons *our* D1:9, 23

julle *your* (informal, plural) D2:6

hulle *their* D2:3.

Notes:

Pay special attention to the difference between:

Hy het sy boek. *He has his book.* **Sy** het haar boek. *She has her book.*

In the first sentence, **sy** is the possessive pronoun *his*. In the second sentence, **sy** is the personal pronoun *she*, and the possessive which goes with this is **haar**, *her*.

Note, too, that **julle** and **hulle** are personal pronouns (*you*, *they*) as well as possessives (*your*, *their*). **Jul** and **hul** can be used instead of **julle** and **hulle** as possessives:

Julle moet jul/julle name gee. *You must give your names.*

Hulle moet hul/hulle name gee. *They must give their names.*

It would be a good idea to revise the personal pronouns at this point (lesson one grammar note 2). You may find it helpful to look at section 8a of the appendix, where all the different types of pronouns are listed.

8 The question **Wie se boek is dit?**, *Whose book is this?*, can be answered in several different ways:

It is Karel's book.

It is Karel's.

It is his book.

It is his.

In the first type of sentence, the English 's is followed by a noun. In this case, it is translated by **se**: **Dit is Karel se boek. Dit is Rita se boek.** Compare **in Jan se plek**, *in Jan's place* (D2:10).

In the second type of sentence, the 's is translated by **s'n**, as it is not followed by a noun: **Dit is Karel s'n. Dit is Rita s'n.**

You already know the pronouns you need to translate the third type of sentence: **Dit is sy boek.** (See grammar note 7.)

In the fourth type of sentence, the *his* is not followed by a noun. In this case you need a different type of possessive pronoun: **Dit is syne.** Here is the complete list:

myne *mine* D2:13

ons s'n *ours*

joune *yours* (informal, singular)

julle s'n *yours* (informal, plural)

u s'n *yours* (formal)

hulle s'n *theirs*

syne *his*

hare *hers*

Note:

'n Mens moet jou werk **ken**.

One must know one's work.

The pronoun that corresponds with **'n mens** (*one*) is always the second person singular, namely **jou**. It replaces *one's* in English.

Exercise four

Here is some practice in speaking, using the possessive pronouns. As in the example, you must repeat the sentence, but using the personal pronoun you are given. This means changing the possessive as well to match. Keep doing the exercise until you can use the right pronouns without hesitating.

Exercise five

In this exercise you'll be practising writing the second type of possessive pronoun (grammar note 8). Copy out each sentence and then add another sentence, as in the example.

Exercise six

Listen and then try to sing together.

This song is usually sung on occasions such as birthdays, weddings and other celebrations. We hope you will enjoy taking part as a rest from your studies.

Here is a translation:

Long may he live

In his glory

Long may she live

In her glory

Long may they live

In their glory.

Note that the word **hul** is used in line 5 as a personal pronoun. This is just to fit the rhythm; normally **hulle** would be used (grammar note 7).

Exercise seven

Fill in all the missing pronouns in the paragraph.

The missing words include both personal and possessive pronouns. You may find this exercise quite difficult, but persevere!

Exercise eight

Listen to the song. Fill in the missing words while you listen again.

This is to check if you can understand what you hear. The song is an old Afrikaans folksong which may be accompanied by dancing. Here is a translation:

It's too far to ride.

It's not mine.

It's too near to stay.

It's not yours.

What shall I do

It's another man's girl

to get the girl?

About whom we are quarrelling.

Note:

In the song (line 2) the word **na** is a short form of **naby** (near).

Exercise nine

Listen and repeat.

As you learnt in lesson two pronunciation point 2, **w** is pronounced like an English **v**. Here are some more examples and a tongue-twister for you to attempt. It means: *Willem Wouter lives where wild west winds blow. Does Willem Wouter live where wild west winds blow?*

7 Lesson seven

In this lesson you will learn how to use the telephone in Afrikaans. You will also practise giving polite commands and instructions.

Dialogue one

This is a telephone conversation. Study it in the usual way. Wordlist 1 contains all the new words in this dialogue and exercises one to three.

Wordlist 1: Dialogue 1, Exercises 1-3

bel (vir Ben) to phone (Ben)	na (twee jaar) after (two years)
beskikbaar, -bare available	naand good evening
bespreek to discuss	navraag doen (oor) to inquire (about)
blokkiesraaisel, -s crossword puzzle	of hoe? don't you think?
bly happy	reëling, -s arrangement, regulation
dadelik immediately	reis, -e journey, trip
dood (dood werk) dead (to overwork)	saak, sake matters
dwars across	self yourself
gaaf splendid	sommer just, immediately
gesels to talk, to discuss	telefoongesprek, -sprekke telephone conversation
gesprek, -sprekke conversation	tref: reëlings tref to make arrangements
goeienaand good evening	vennootskap, -skappe partnership
hard (werk hard) hard (to work hard)	verwikkeling, -e development
interessant, -e interesting	vlug, vlugte flight
kantoorruimte, -s office space	vroeër earlier
later later	wat that, which, who
moeg, moeë tired	wêreld, -e world
moenie! don't!	
my wêreld! good heavens!	

Dialogue one

Narrator Paul and Ansie de Klerk arrive in South Africa after two years in England. Paul is Ben Pieterse's new partner. Paul phones Ben from the Protea Hotel.

Ben Ben Pieterse here.

Paul Hello Ben, it's Paul speaking.

Ben Paul! Welcome back! How are you? Where are you? Man, I am glad to hear from you.

Paul We were on an earlier flight. We're staying in the Protea Hotel and I'm glad to be back . . . We must certainly discuss a few things, don't you think?

Ben Yes, but aren't you too tired? Or can we discuss business straightaway?

Paul I'm not tired and your new partner can start working at once.

Ben Yes, there are interesting developments. The business is too big and our head office is now in Johannesburg.

Paul Good heavens! (lit. My world!) That's splendid. The partnership Pieterse and De Klerk is doing well.

Ben Yes, but we have to make many arrangements. Could you make inquiries about available office space in Johannesburg?

Paul Certainly. I'll look for a flat as well.

Ben Listen, don't overwork yourself! I'll ring again later.

Paul Good-bye.

Ben Good-bye.

Grammar notes

- 1 The two dots over the **e** in **vroeër** (D1:9) and **reëlings** (D1:21) show where the words divide into separate syllables*, i.e. **vroe-er** and **re-elings**. This sign is called a diaeresis*.
- 2 In lesson two grammar note 3 you learnt that **om te** means *to*, and in lesson three grammar note 4 you met the infinitive of **is**, **wees**. So in D1:10 we have **ek is bly om terug te wees, I'm glad to be back**.
- 3 Paul starts the telephone conversation with **dis Paul wat praat** (lit. *it's Paul who speaks*) (D1:6). This is a formula you should learn by heart. Note that **wat** (*who, which*) is used for both people and things. Exercise one will introduce various ways of starting a telephone conversation involving different degrees of formality from **Hallo Jan** to **Naand Meneer** (*Good evening, sir*).

● Exercise one

a Listen to the telephone conversations.

Try to work out who is speaking and whether they are friends or strangers.

b Listen and say voice 2 yourself.

This time you will hear only the first voice. Pretend to be voice 2 and say the words you heard before. If necessary, listen again to the complete conversations. Try to learn the different formulas by heart, as you will find them useful.

■ Exercise two

Fill in the crossword puzzle.

Here is a new way of checking that you understood the dialogue. The clues in your textbook to the words Down (Af) and Across (Dwars) all refer to dialogue one.

● Exercise three

Before you go on to dialogue two, here is an opportunity to revise the double negative which you learnt about in lesson five grammar note 5. Turn each sentence you hear into a negative statement, as in the example.

● ■ Dialogue two

Study this short dialogue in the same way as dialogue one. You will find the new words in wordlist 2, along with any new words in exercises four to seven.

Wordlist 2: Dialogue 2, Exercises 4–7

dringend urgent
ete-afspraak, -sprake lunch or dinner
appointment
goed, -ere goods, things
haastig in a hurry
honderd hundred

kliënt, -e client
kontant cash
kontrak, -te contract
of whether
pas to suit, to fit
regkom to manage

skryfbehoeftes stationery
spreek 'n kliënt to see a client
teken to sign

trek to draw
vergeet to forget
want because

Dialogue two

Ben Paul, I have to see a client urgently. Could you do the following things, please: Go to Mr. Du Toit and sign the contract, go to the bank and draw R100 cash for stationery . . . and, oh yes, I think you must see whether the new secretary is managing.

Paul Certainly. Don't forget our lunch appointment!

Ben I won't. Good-bye.

Paul Good-bye.

Grammar notes

- 4 In this lesson you have met three expressions that are particularly useful to remember:

reëlins tref (*make arrangements*): Ons moet baie reëlins tref. (D1:21)

navraag doen (*make enquiries*): Kan jy navraag doen oor beskikbare kantoorruimtes? (D1:21)

'n kliënt spreek (*see a client*): Ek moet dringend 'n kliënt gaan spreek. (D2:1)

- 5 Negative commands are formed with the word **moet**. When it is used with the negative **nie** . . . **nie**, **moet** + the first **nie** form **moenie**. For example:

Moenie ons ete-afspraak vergeet nie! ((D2:7). Another example is in D1:25 –

Moenie jou dood werk nie, hoor! Exercise four will give you a chance to practise saying these negative commands.

● Exercise four

Listen to the example. You must turn each command into a negative one in the same way. Keep practising until you can do the exercise without hesitation.

■ Exercise five

Complete the sentences.

This exercise checks your understanding of dialogue two and at the same time gives you some writing practice. Look back through the dialogue first.

■ Exercise six

Choose sentences from B which fit with A.

To match up the pairs correctly, you will have to distinguish between the two meanings of the word **bly**. It can be the verb *to stay*, as in **ons bly in die Protea-hotel** (D1:9), or it can be the adjective *happy, glad*, as in **ek is bly om terug te wees** (D1:10).

Note that more than one answer is possible in each case.

Grammar note

6 You've already learnt how to give commands (lesson four grammar note 6) and negative commands (grammar note 5 in this lesson). Like requests, commands can be made more polite by adding **asseblief** (*please*). In D2:1, Ben makes a polite request (**Kan jy asseblief die volgende goed doen:**) followed by a series of simple commands. He could instead have added **asseblief** to the commands:

teken asseblief die kontrak or **teken die kontrak asseblief**
gaan asseblief bank toe or **gaan bank toe asseblief**.

As you see, **asseblief** can come immediately after the verb, or at the end of the sentence.

You can look up all the different commands in section 5 of the appendix.

■ Exercise seven

Here is some practice in writing polite commands with **asseblief** at the end. Change each sentence as in the example.

8 Lesson eight

Rita and Elsa go shopping in this lesson, and you'll learn to ask for what you want and find out what it costs. You'll also practise talking about weights and measures.

● ■ Dialogue one

Start by listening to the dialogue and reading it, as usual, and look up the new words in wordlist 1.

Wordlist 1: Dialogue 1, Exercises 1–3

appel, -s	apple	kom ons kyk	let's see
bier, -e	beer	kruideniersware	groceries
bietjie ('n bietjie)	little (a little)	liter, -s (l)	litre
blik, blikke (koffie)	tin (of coffee)	lysie, -s (a short)	list
blikkie, -s (bier)	can (of beer)	melk	milk
botter	butter	net	only
brood, brode	bread	nodig hê	to need
dosyn, -e	dozen	pak, pakke	packet
eet	to eat, to have a meal, to dine	pynappel, -s	pineapple
eier, -s	egg	Saterdagoggend	Saturday morning
genoeg	enough	stukkies, -s	piece
goed dan	all right then, very well then	suiker	sugar
gou	quickly	supermark, -markte	supermarket
gram (g)	gram	tot later	see you later
groente	vegetables	vanaand	this evening, tonight
hoef nie te koop nie	don't have to buy, needn't buy	vleis	meat
inkopies doen	to do shopping	vrugte	fruit
kaas, kase	cheese	vyftien	fifteen
		wortel, -s	carrot
		wyn	wine
		yskas, yskaste	fridge

Dialogue one

Saturday morning

Rita The De Klerks are coming to eat here this evening. We must go shopping now (lit. quickly), Elsa.

Elsa What do we need, Mum?

Rita Let's see: what have we got?

Elsa We've got enough wine. There are two bottles. There are four cans of beer. We needn't buy beer or wine. We've only got two eggs, a piece of cheese, a little butter and milk. We need vegetables and fruit; we've only got (lit. there's only) a pineapple, a few carrots and apples.

Rita I'll buy the meat, fruit and vegetables. Will you go to the supermarket, please? Here's R15,00 and the grocery list.

a dozen eggs

a litre of milk

500 g of cheese

(a loaf of) bread

250 g of butter

a tin of coffee

a packet of sugar

Elsa Good then! See you later. (lit. Till later.)

Grammar notes

- Here is another point about Afrikaans word order. A reference to time will generally come before a reference to place in a sentence. For example:

Die De Klerks kom vanaand (time) hier (place) eet. (D1:1)

In English it is the other way round:

The De Klerks are coming to eat here (place) this evening (time).

- There are several examples in the dialogue of how to describe quantity:
- | | |
|---|---|
| genoeg wyn <i>enough wine</i> D1:5 | 'n dosyn eiers <i>a dozen eggs</i> D1:13 |
| 'n blikkie bier <i>a can of beer</i> D1:6 | 'n liter melk <i>a litre of milk</i> D1:14 |
| 'n stukkie kaas <i>a piece of cheese</i> D1:7 | 'n brood <i>a loaf (lit. a bread)</i> D1:16 |
| 'n bietjie botter <i>a bit of butter</i> D1:8 | 'n blik koffie <i>a tin of coffee</i> D1:18 |
| 'n paar wortels <i>a few carrots</i> D1:9 | 'n pak suiker <i>a packet of sugar</i> D1:19. |

Notes:

There is no equivalent for *of* in expressions like 'n blikkie bier, 'n liter melk.

Blikkie, bietjie, stukkie are all diminutives*. The diminutive is used a lot in Afrikaans, even if the piece is quite big or the list (*lysie*) quite long.

- There are also many plurals in this dialogue. Remember that they are formed by adding **-e** or **-s** in most cases. Although there are many exceptions to the following rules, they may help:
if the accent falls on the last (or only) syllable, **-e** is generally added, e.g. **bier** — **biere**, **kaas** — **kase**;
if the accent is not on the last syllable, **-s** is usually added, e.g. **appel** — **appels**, **eier** — **eiers**.

Remember that the plural forms are given in the wordlists, so try to learn them as you meet them.

Exercise one

Complete please.

In this exercise you will practise using the expression **nodig het**, *to need* (see D1:3). For each picture, write a sentence like the one in the example: **Hulle het 'n dosyn eiers nodig. They need a dozen eggs.**

Exercise two

True or False?

This is a test of your understanding of dialogue one.

Grammar note

- The opposite of **moet** (*must*) is **hoef nie ... nie** (*needn't*). Rita says:
Ons moet gou gaan inkopies doen. (D1:1) We must go shopping now.
The opposite would be:
Ons hoef nie inkopies te gaan doen nie. We needn't go shopping.
Elsa says:
Ons hoef nie bier of wyn te koop nie. (D1:6) We needn't buy beer or wine.
The opposite would be:
Ons moet bier en wyn koop. We must buy beer and wine.
Remember to use the double negative **nie ... nie** with **hoef**, and to use **te** before the infinitive.

■ Exercise three

Here is some writing practice using **hoef nie . . . nie**.

● ■ Dialogue two

Tackle the dialogue in the usual way; it's in two parts. The new words are in wordlist 2.

Wordlist 2: Dialogue 2 and Exercise 4

aan die linkerkant on the left-hand side

aan die regterkant on the right-hand side

by die huis at home

dertien thirteen

dokument, -e document

gang, -e aisle

geld money

hulp help

identiteitsdokument, -e identity card

kassiere, -s cashier (a woman)
met plesier with pleasure, certainly

o gits! oh dear!

per tjek by cheque

regterkant right-hand side

toon to show

verskoon my excuse me

winkel, -s shop

winkelassistente, -s shop assistant
(a woman)

Dialogue two

In the supermarket

Elsa Excuse me, madam. I don't know the shop. Can you tell me where the coffee is?

Shop assistant In aisle no. two, on the left-hand side.

Elsa Thanks. And where's the milk?

Shop assistant In aisle no. three, in the fridge on the right-hand side. The butter and cheese are there too.

Elsa Thanks for your help!

At the cashier

Cashier That'll cost R13,20, miss.

Elsa O dear, my money's at home! Can I pay by cheque?

Cashier Yes, but you must show your identity card.

Elsa Certainly. (lit. With pleasure.)

Grammar notes

- In lesson four (D5:2) you met the phrase **Kan ek u help?** *Can I help you?* Now (D2:7) Elsa says **Dankie vir u hulp!** *Thanks for your help!* You will have noticed that Afrikaans uses different words for **help**: **help** for the verb *to help*, and **hulp** for the noun *help*.
- In dialogue two there are some useful polite phrases to remember. To attract the assistant's attention, Elsa says:
Verskoon my, Dame. *Excuse me, madam.* D2:1
And when she's asked to show her identity card, she says:
Met plesier. *With pleasure.* D2:11.
- Note these expressions for giving directions:
aan die regterkant *on the right(-hand side)* D2:5
aan die linkerkant *on the left(-hand side)* D2:3.

● Exercise four

In this exercise you can practise giving directions. You'll need to look at the plan to see where things are, and you may have to stop the tape after each question to give yourself time to do this.

● ■ Dialogue three

Now familiarize yourself with dialogue three. The new words are in wordlist 3.

Wordlist 3: Dialogue 3, Exercises 5–8

aartappel, -s potato
 amper almost
 bekostig to afford
 boontjie, -s bean
 bossie, -s bunch
 daardie that; those
 darem so, after all, really
 druif, druiwe grape
 druiwe grapes
 gaan dit goed? how are you?
 ja wat ah well
 kilogram (kg) kilo(gram)
 kisse, -s case
 lemoen, -e orange
 mielie, -s mealie, maize
 pakkie, -s packet
 per kilogram a (= per) kilo
 piesang, -s banana

plus plus
 prentjie, -s little picture/illustration
 pryslys, -te price list
 sakkie, -s bag
 sampioen, -e mushroom
 skaapboud, -e leg of mutton
 skaapvleis mutton
 slaghuis, -e butcher's, butchery
 suurlemoen, -e lemon
 tagtig eighty
 tamatie, -s tomato
 ui, -e onion
 uitstekend splendid, excellent
 vandag today
 vars fresh
 veertien fourteen
 verkoopbelasting sales tax
 wonder to wonder

Dialogue three

At the butcher's (butchery)

- Rita Good morning, Mr. Vos. How are you?
 Mr Vos Splendid, thanks. And you?
 Rita Fine too. Have you got any good meat today?
 Mr Vos Of course! What can I do for you?
 Rita What does that leg of mutton cost?
 Mr Vos Mutton costs R5,20 a kilo. The leg of mutton costs R14,10, madam.
 Rita Meat is really expensive! I wonder . . . Ah well, I'd like to have the leg of mutton, please.
 Mr Vos Will that be all?
 Rita Yes, thanks. I can't afford more.
 Mr Vos That's R14,80 including sales tax.

Rita Here's R20,00. Good-bye!

Mr Vos Madam! Mrs. Pieterse! Your change and your parcel!

Rita I almost forgot! Thank you very much.

Grammar notes

8 To make a polite request in Afrikaans, this is the pattern you need:

Ek wil graag . . . hê. (*I'd like to have . . .*). For example:

Ek wil graag die skaapboud hê, asseblief. *I'd like to have the leg of mutton, please.* D3:9.

Notes:

The infinitive **hê** (*to have*) is different from the present tense* form **het**, just as the infinitive **wees** (*to be*) differs from **is** (lesson three grammar note 4).

All the other verbs in Afrikaans have the same form for the infinitive and the present tense.

Remember that the second verb, **hê**, goes to the end of the sentence (lesson three grammar note 4).

9 There are two ways of asking what something costs in Afrikaans. You can say **Wat kos daardie skaapboud?** (*What does that leg of mutton cost?*) as in D3:5, or **Hoeveel kos . . . ?** (*How much does . . . cost?*) as in exercise five.

■ Exercise five

In this written exercise you can practise giving the prices of things. It may help you to look at the numbers again, in section 17 of the appendix. Remember to use the singular of **rand** and **sent**, not the plural.

● Exercise six

Look at the following pictures, listen and repeat.

Now you're going to learn the names of some fruit and vegetables. When you've done the exercise a few times, look in the key to see how to spell the words; then check their meanings by looking them up in wordlist 3. Remember to learn both the singular and plural forms!

■ Exercise seven

Read the price list.

This time the prices are related to the quantity of fruit or vegetables. Check that you can remember what they are, and find the new words in wordlist 3.

● Exercise eight

To answer the questions and give the prices, you must refer back to the price list in exercise seven. Again, you may have to stop the tape to give yourself time. Repeat the exercise until you can answer fluently.

9 Lesson nine

In this lesson you will find out the names for the various rooms in a flat. You'll learn how to offer or accept food and drink, and what phrases you should use at table.

● ■ Dialogue one

As usual, listen first and then read the dialogue. This is the last lesson in which we give you a translation of the dialogues, so see if you can work out the meaning using wordlist 1 alone. From lesson eleven, you will have only the wordlists to rely on.

Wordlist 1: Dialogue 1, Exercises 1–6

apart, -e separate	mat, matte seat
bo above, over; here: to	meenthuis, -e townhouse
daar is there is	nie waar nie? isn't it?
dag, dae day	ouer older
eerder rather	ouer, -s parent(s)
enig, -e any	permanent, -e permanent
gaaf om jou te sien nice to see you	pragtig, -e beautiful
geen . . . nie no, none	ruim spacious
gelukkig, -e happy	rusbank, -e sofa, settee
gemaklik, -e comfortable	sit to sit; to put
gerieflik, -e convenient, comfortable	sitkamer, -s sitting room, lounge
groter as bigger than	slaapkamer, -s bedroom
hoofslaapkamer, -s main bedroom	spieëltafel, -s dressing table
hoog, hoë high	stoel, -e chair
kamer, -s room	tafel, -s table
kom binne! come in(side)!	tog yet, but
kombuis, -e kitchen	tuinmaak gardening
kuier to visit	tuis at home
kyk net just look	tydelik, -e temporary
langs next to, beside	uitsig, -te view
lieflik, -e lovely	verkie ('n huis bo 'n woonstel) to prefer (a house to a flat)
lyk to look	vertrek, -trekke room
maak julle tuis make yourselves at home	woonplek, -plekke home

Dialogue one

Paul and Ansie de Klerk visit the Pieterses.

- Ben** Paul and Ansie! Glad to see you again! Welcome.
- Paul** Hallo Ben. It's nice to see you.
- Ben** Come in! Come in!
- Rita** Hallo you two. You don't even look a day older. Come on, make yourselves at home. Ansie, come and sit here. This chair is comfortable, that one isn't.
- Ansie** Rita, this is a beautiful flat.
- Rita** Yes, we're very happy here. It's only temporary, but comfortable. The flat has spacious rooms: there are three bedrooms. The main bedroom is very big.
- Ansie** It's bigger than a house in England!
- Rita** Yes, but the rent is high. Here's the sitting room and there's the dining room. The kitchen is next to the dining room.
- Ansie** Very handy. I see there are two bathrooms as well.
- Rita** Yes, the children have a separate bathroom. Just look at the lovely view, Ansie.
- Ansie** Beautiful! There's no view from the hotel.
- Rita** Are you looking for a permanent home?
- Ansie** Yes, I'd like to live in a flat, but Paul prefers a house or a townhouse. He likes gardening.

Grammar notes

- 1 In English, *stay* usually implies a short period, and *live* a long period or even permanently, e.g. "I'm staying in the hotel for the weekend" (short period); "I live in a house in Johannesburg" (permanently). The same applies to the two words **bly** (D1:22) and **woon**, although **bly** is used in a wider sense than

stay in English:

Ek bly in die hotel vir die naweek (weekend). (short period)

Ek bly in Johannesburg. (long period)

Ek woon in Johannesburg. (long period, permanently)

One would never use **woon** for a short period.

- 2 Afrikaans has two words for *room*. **Vertrek** is used generally:
Die woonstel het ruim vertrekke. *The flat has large rooms.* D1:11.
Kamer is used for specific rooms. For example:
slaapkamer bedroom D1:12
sitkamer sitting room D1:15
eetkamer dining-room D1:15, 16
badkamer bathroom D1:17, 18.
- 3 Here are two ways of expressing preference. You can use the verb **verkie**s (to prefer) as in D1:22. For example:
Paul verkies 'n huis bo 'n woonstel. *Paul prefers a house to a flat.*
 Or you can use **eerder** (rather):
Ek wil eerder in 'n woonstel bly. *I'd rather live in a flat.*
- 4 Note these opposites:
hier is die sitkamer here is the sitting room D1:15
daar is die eetkamer there is the dining-room D1:15
hierdie stoel this chair D1:6
daardie een that one D1:7.

Exercise one

Here is some writing practice in expressing preferences. Look at the example carefully: for each sentence you must use **eerder** and the word you are given, and change **hierdie** into **daardie**.

Exercise two

This time, use **verkie**s . . . **bo** and the words you are given.

● Exercise three

Listen and repeat.

This exercise teaches you the names for some pieces of furniture. When you have repeated the words a few times, listen again and try to write them down. Check the spelling in the key, and then look up their meanings in wordlist 1.

● Exercise four

This is a speaking exercise on preferences.

Grammar note

- 5 Is daar enige uitsig van die hotel af? *Is there any view from the hotel?*
Nee, daar is geen uitsig van die hotel af nie. *No, there's no view from the hotel.*
(See D1:20.)

Enige (*any*) becomes **geen** . . . **nie** (*no*) in the negative. Don't forget the **nie** at the end!

● Exercise five

Practise using the negative you have just learnt in grammar note 5.

Grammar note

- 6 When an adjective is used before a noun, an **-e** is added to most adjectives of more than one syllable.

die woonstel is tydelik D1:9	die tydelike woonstel
die stoel is gemaklik D1:7	die gemaklike stoel
die uitsig is lieflik	die lieflike uitsig D1:19.

However, most adjectives of one syllable, such as **ruim** and **groot**, do not take an **-e** when used before the noun:

die slaapkamer is groot D1:12	die groot slaapkamer
die vertrekke is ruim	die ruim vertrekke D1:11.

There are exceptions to this rule, such as **nuut/nuwe** and **goed/goeie** which you have met, and you will come across more later. See section 10a of the appendix for more examples.

● Exercise six

Here you can put what you have read about adjectives to use. Keep doing the exercise until you can say the right form of each adjective without hesitating.

● ■ Dialogue two

This dialogue is in two parts. Again, see if you can work out its meaning using wordlist 2 alone, without relying on the translation.

Wordlist 2: Dialogue 2, Exercises 7–9

aanbied to offer
ag ah, oh
drankie, -s drink
ete, -s food, meal
gasheer, -here host
gasvrou, -ens hostess
gesondheid! cheers!
heerlik, -e lovely
hoof, hoofde head
jammer sorry
modern, -e modern
mooi beautiful, nice
nie meer . . . nie not (any) more

nog more
oorkant across, opposite
rooiwyn red wine
ruik to smell
skat dear, sweetheart
smaak to taste
smaak lekker to taste nice
smaaklik, -e delicious
smaaklike ete! enjoy your meal!
spesiaal especially
terugkoms return
verder further
whisky en water whisky and water
witwyn white wine

Dialogue two

In the sitting room

Ben Can I offer you a drink? *Ansie?*

Ansie White wine would be nice (lit. will taste nice), thanks.

Paul Whisky and water, please.

Rita Don't I get a drink?

Ben Ah, sorry dear. White wine for you, too?

Rita No thanks. I prefer red wine tonight.

Ben We drink to your return.

Paul To the partnership.

Ansie To the host and hostess.

Rita Cheers! (lit. Health!)

Ansie What smells so good, Rita?

Rita Leg of mutton, especially for you.

At the table

Ben Enjoy the meal! (lit. Tasty meal!)

All Enjoy the meal!

Rita Paul, will you have more meat?

Paul No thanks, I won't have (any) more meat. That's enough. (lit. I have enough.) This looks lovely.

Grammar notes

- 7 In dialogues one and two you've met several phrases which you'll need on social occasions. To welcome guests, you say:

Kom binne! *Come in!* D1:4

Maak julle tuis. *Make yourselves at home.* D1:6.

The Afrikaans equivalent of *Cheers!* is **Gesondheid!** (D2:10) and when Afrikaners sit down to a meal they say:

Smaaklike ete! *Enjoy your meal!* D2:13, 14.

- 8 **Nog** (*more*) becomes **nie meer . . . nie** (*not any more*) in the negative:
Sal jy nog vleis neem? *Will you have more meat?* D2:15

Nee dankie, ek sal nie meer vleis neem nie. *No thanks, I won't have any more meat.* D2:16.

For a summary of the negatives you have met so far, see section 6a-f of the appendix.

Exercise seven

In this exercise you can practise politely refusing offers of food and drink, using **nie meer . . . nie**.

Exercise eight

Read the following paragraph and answer the questions.

This is a reading and writing exercise. You will need to find the new words in wordlist 2 before you can answer the questions.

Exercise nine

Read the following paragraph and answer the questions.

This exercise is similar to the previous one. It checks that you have learnt the words connected with flats and houses.

10 Lesson ten • Test

Congratulations on reaching the end of level one! Here is a test to round it off. It's important for you to keep a regular check on your progress, and this short test will allow you to assess which are your strong and weak points so far. Make sure you sit down in a quiet place where you're not likely to be disturbed. Try to complete the test in a single session and allow yourself about 45 minutes.

Before you start, make sure you have your cassette player ready to play the recorded passage that follows lesson nine, and open your textbook at page 51.

Wordlist

beesvleis beef
rak, rakke rack, shelf

toets, -e test
totaal, totale total (amount)

● ■ Exercise one

Play the passage as many times as you like and answer the following questions:

- How many times can you hear the sound **e**, as in **water**? Write down the words containing the sound.
- How many words can you hear with the sound **w**, as in **wetenskap**? Write them down.

● ■ Exercise two

Listen to the passage again. Where does the accent fall in the words **mielies** and **piesangs**? Mark it with '.

● ■ Exercise three

Now look at the statements in your textbook, which refer to the recorded passage. Write **waar** or **vals** by each.

■ Exercise four

Look at the printed conversation in your textbook. Write down a suitable word to fill each space.

■ Exercise five

Change sentences 1-3 in the textbook by including the given words. Change sentences 4 and 5 into the negative.

■ Exercise six

Study the lists of sentences in the textbook. Match each of sentences a-j with the appropriate response from 1-10. Just write the letter and number.

■ Exercise seven

Write down what you would say in each of the following situations. (Use the words in brackets where given.)

- You are having dinner. Tell your friends to enjoy the meal.
- You are a receptionist at a hotel. Greet a male customer and ask if you can help him. It is the afternoon.
- You approach a stranger. Ask him/her politely how to get to the post office. (**kan, waar**)
- You are in the supermarket. Ask the price of the beans.
- You are explaining the way. Tell someone to turn right at the second traffic light. (**draai, verkeerslig**)

■ Exercise eight

Complete the dialogue in the textbook. Ben is introducing himself to a new acquaintance.

■ Exercise nine

Have a look at the map in the textbook. You're in Brink Street and someone asks you how to get to the post office on foot. Give directions, using the words beneath the map.

● ■ Exercise ten

Listen to the song which follows the passage on tape. Then answer the questions; just write down the number of the correct answer.

Check your answers carefully before turning to the key to find out how you did. Take off one point per mistake and record your score for each exercise.

If you scored less than 7 out of the 15 points for exercises one and two, you need to take another look at the pronunciation points and the exercises on pronunciation.

If your score for exercises three and four was under 8 out of 16, your understanding of the dialogues needs improving. Look at the dialogues and wordlists again.

Exercise five covers the points you learnt in lesson three grammar note 4, lesson five grammar note 5 and lesson nine grammar note 8. If your score was less than 5 out of 10, study these notes again.

Exercises six, seven and eight cover many of the useful phrases you have met. This is a very important area. If you scored less than 22 out of 45 in these exercises, go through the grammar notes again.

In exercise nine you should have scored at least 5 out of 10. If not, take another look at giving directions in lesson four.

The song is in lesson six. Go back to it if you did not score at least 2 points out of the 4 in exercise ten.

If your overall score was less than 50, go through the whole of level one revising the points you are unsure of. It's worth spending a little time now to make sure that you have a good grasp of what you have learnt so far. Then you will be ready to tackle level two.

11 Lesson eleven

In this lesson you will become familiar with some of the instructions you're likely to hear in an office, and you will learn to understand job advertisements. You'll also find out some more about word order in Afrikaans.

● ■ Narrative

Treat this narrative like a dialogue: listen a few times and then read it. Work out the meaning using wordlist 1 and keep listening and reading until it is familiar. Remember that there will be no translations from now on.

Wordlist 1: Narrative, Exercises 1–3

aangenaam, -name agreeable
afspraak, -sprake appointment
as as (in the capacity of)
baas, base boss, manager
bang scared, afraid
bekommerd, -e worried
brief, briewe letter
Dinsdagoggend Tuesday morning
gemak ease, comfort
klaar finished, ready
klaarkom (kom . . . klaar) to get on (well)
kollega, -s colleague
Maandagoggend Monday morning
op jou gemak voel to feel at ease

opgewonde excited
ouditeursfirma, -s firm of auditors
reël to arrange
sommer dadelik right away
stel . . . voor see voorstel
tik to type
verantwoordelikheid, -hede responsibility
verduidelik to explain
verniet needlessly, for nothing
verslag, verslae report
vertelling, -e/-s narration, story
voel to feel
voorstel (stel . . . voor) to introduce, to propose

■ Exercise one

Complete. Choose the right answer from the narrative and write the sentence down. This exercise checks that you understand the narrative.

Exercise two

Fill in the right words.

This written exercise checks that you can remember and write some of the words used in the narrative.

Grammar note

- 1 Some verbs in Afrikaans are separable*, for example: **klaarkom** (to get on), **voorstel** (to introduce). They consist of two parts: **klaar** + **kom**, **voor** + **stel**.

In the present tense, the two parts are changed round and written separately. Instead of **voorstel**, **stel . . . voor** is used.

Hy stel haar aan sy kollegas voor. He introduces her to his colleagues. V:10

Sy kom goed met die mense klaar. She gets on well with the people.

If an auxiliary is used, such as **sal** in the future tense, the two parts are written together as one word.

Hy sal haar aan sy kollegas voorstel. He will introduce her to his colleagues.

Sal sy goed met die mense klaarkom? Will she get on well with the people? V:4.

Exercise three

Here is some writing practice with separable verbs. You must change each sentence into the future tense, as in the example.

Exercise four

Look at the following advertisements for secretarial posts.

The advertisements in your textbook include several new words, which you'll find in wordlist 2. When you've worked out the meaning, look at the statements below the advertisements.

Are the following statements True or False?

If you decide that any of the statements are false, try to write a true version of them.

Wordlist 2: Exercises 4–8

aanbeveling, -s recommendation

advertensie, -s advertisement

beste best

bestuurder, -s manager, director

bonus, bonusse bonus

byvoordele fringe benefits

daarna after, afterwards

diploma, -s diploma, certificate

groeplewensversekering group life-insurance

herinner aan to remind of

kwalifikasie, -s qualification(s)

kyk (na) to look (at)

medies, -e medical

mediese hulpfonds, -e medical scheme

minimum minimum

minstens at least

moedeloos, -lose disheartened,

discouraged

onderhandelbaar, -bare negotiable

ondervinding experience

pensioenfonds, -e pension fund

pos, -te job, post, situation

ruim ample, generous

salaris, salarisse salary

salarisskaal, -skale salary scale

snel shorthand

St. (= Standerd) form (standard)

stelling, -e/-s statement

swak weak, poor, bad

toepaslik, -e suitable, relevant,

applicable

vereiste, -s requirement

verlof leave, holiday, vacation

Exercise five

a Listen.

b Listen and write.

This is a dictation exercise. First listen a few times; you will hear Mr. Brink giving Elsa instructions. When you think you understand most of what you hear, try to write it down; keep listening. Check what you have written against the key, and look up any new words which you don't understand in wordlist 2.

Grammar note

2 Inversion

When an Afrikaans sentence is introduced by a time word or phrase, the word order of the sentence changes. The verb or auxiliary immediately follows the time word or phrase and the subject comes after it. For example:

U moet vier briewe tik. Dan moet u vier briewe tik. (Ex. 5)

U kan huis toe gaan. Dan kan u huis toe gaan. (Ex. 5)

When an auxiliary is used together with a second (main) verb, the main verb remains at the end of the sentence, as in the above examples.

Here are some time words and phrases that are used in exercise five:

dan then **daarna after that** **om vieruur at four o'clock.**

● Exercise six

This speaking exercise and the following one give you a chance to practise the point about word order in grammar note 2. Start each sentence with the word you are given, as in the example. From now on, the examples will be in the same form as in the written exercises. You will no longer be told "U hoor" and "U sê".

● Exercise seven

This follows the same pattern as exercise six.

Pronunciation point

In English, the *c* and *t* in a word such as *cat* and the *ps* in *pipe* are pronounced very forcefully, with a puff of breath which you can feel if you put your hand in front of your mouth. In Afrikaans, the sounds **k**, **p** and **t** are much less forceful and there is no puff of breath. Listen to the narrative very carefully and see if you can hear the difference.

● Exercise eight

Listen and repeat.

Here you can practise the pronunciation of **k**, **p** and **t**. Listen closely and try to imitate the sounds.

12 Lesson twelve

In this lesson you'll learn more about saying how long things take. There is some new language connected with shopping and you'll find out how to make an appointment.

● ■ Dialogue one

Study the dialogue in the usual way. When you read it, you will notice that the speakers' names are no longer given in full on the left; from now on, just the initials will be printed. The new words are in wordlist 1.

Wordlist 1: Dialogue 1, Exercises 1–3

alles all, everything
apteek, apteke pharmacy, chemist
apteker, -s pharmacist, chemist
dokter, -s doctor
geval *see val*
gister yesterday
goedjies things
gooi to throw
hoef nie . . . nie needn't
knie, -ë knee
kort-kort frequently, every now and again
lipstiffie, -s lipstick

meter, -s meter; metre
parkeermeter, -s parking meter
parkeerterrein, -e car park
pil, pille tablet, pill
plan, planne plan, idea
saam (met) together (with)
salf, salwe ointment
stilhou to stop
stukkend, -e bruised
uitgesluit excluded
val (geval) to fall (fallen/fell)
voorskrif, -te prescription
waarheen? where (to)?

Grammar notes

- 1 In the dialogue is an example of the Afrikaans way of using repeated words, joined by a hyphen, in a special sense:

kort-kort *every now and then* (lit. *shortly-shortly*) D1:2.

Here is another example:

Die kind loop huil-huil huis toe. *The child walks home crying* (lit. *cry-cry*).

- 2 You have already learnt that **uur** (lesson two grammar note 2) and **jaar** (lesson one grammar note 7) are used in the singular when describing how long something takes, for example:

Ongeveer twee uur. *About two hours.* (See D2:13.)

On the other hand, **dae** (*days*), **weke** (*weeks*) and **maande** (*months*) are used in the plural. In dialogue one we have:

U moet dit vir vier weke gebruik. *You must take this for four weeks.* D1:15.

● Exercise one

Answer these questions about the dialogue aloud, and try to say whole sentences. You may have to stop the tape to think about the answer; look at the dialogue again if necessary. Note the difference between the question words **waar** (*where*) and **waarheen** (*where to*).

● Exercise two

This is a revision exercise on asking questions. You learnt how to do this in lesson two grammar note 4.

■ Exercise three

Read the sentences in List A and List B. Choose sentences from List B to fit with the sentences in List A.

This is a check on your understanding of dialogue one.

● ■ Dialogue two

Tackle this dialogue in the same way as dialogue one, and look up the new words in wordlist 2 to help you work out the meaning.

Wordlist 2: Dialogue 2, Exercises 4–9

'n afspraak maak to make an appointment	kwartier, -e quarter
as if	laat doen to have done
deel, dele part	Mei May
dier, -e animal	moontlik possible
doen done	nader closer
groep, -e group	naweek, naweke weekend
haarkapper, -s hairdresser	ongeveer about, approximately
hare hair	salon, salonne salon
kam, kamme comb	sjarmant, -e charming
kap to do (hair)	skone beautiful
krul to curl	sny to cut
kursief, kursiewe italic, in italics	soontoe there
kwart oor tien a quarter past ten	syfer, -s number, figure, digit
	vroeg (te vroeg) early (too early)

Grammar notes

3 Here is a list of the ordinal numbers from *first* to *tenth* (see lesson six grammar note 2 and appendix section 17):

een	eerste	ses	sesde
twee	tweede	sewe	sewende
drie	derde	ag(t)	agste
vier	vierde	nege	negende
vyf	vyfde	tien	tiende

Notes:

Only **eerste** and **agste** end in **-ste**; all the other numbers add the ending **-de** to form the ordinal.

Take care over the spelling of **derde**, **sewende** and **negende**.

4 When writing dates, for example in a letter, the cardinal number and not the ordinal is used: **8 April**.

But if the date is written out in full, including the article **die**, the ordinal number is used: **die agste April**. Note that there is no equivalent of the English *of* (*the eighth of April*).

Exercise four

Write down the correct form of the figures in brackets.

In some cases the cardinal number is needed, in others the ordinal.

Exercise five

For each number you hear, say the corresponding ordinal. You'll have to think because the numbers are not in sequence.

Exercise six

Write down the word from each group which does not fit.

Here you can check if you have learnt the new words in this lesson.

Exercise seven

Ask questions in order to get the part in *italics* as the answer.

Asking questions with question words is the subject of this exercise. The words and the sentence pattern should be familiar.

Pronunciation point

In lesson four you practised distinguishing the **ie** and **uu** sounds (exercise ten). Here are some more details about these sounds.

The **ie** is longer when it comes before **r** as in **vier** (D1:15), or when it ends the word as in **knie** (D1:13). It is a shorter sound when it is followed by any letter other than **r**, for example, in **tien** (D2:10).

The long sound **uu** in **duur** (D1:12) or **uur** (D2:13) resembles the long **ie** in **vier** but is pronounced with the lips rounded.

You may like to listen to the dialogues again to pick out the examples of these sounds.

Exercise eight

Listen and repeat.

This exercise gives you a chance to practise the **ie** and **uu** sounds again.

Grammar note

5 In lesson eleven (grammar note 1) you learnt about separable verbs. If you give an instruction using a separable verb, it divides into two:

stilhou (D1:1): **Hou stil! Stop!**

But in a negative command (see lesson seven grammar note 5) it becomes one word:

Moenie stilhou nie! Don't stop!

For a summary of commands, see appendix section 5.

Exercise nine

For each sentence, write down a simple command and a negative command. You'll be practising what you learnt in grammar note 5.

13 Lesson thirteen

You'll find out in this lesson how to order food and drink in a restaurant. There is also some discussion of clothes and fashions.

● ■ Dialogue one

As usual, listen first and then read the dialogue. When you have worked out what it means, read the menu on the following page in your textbook. You'll find it gives the words for more things to eat and drink; look them up in the appropriate wordlist.

Wordlist 1: Dialogue 1 and Exercise 1

bediening service
bestel to order
botterbroodjie, -s scone
c (= sent) cent
filterkoffie filtered coffee
fooitjie, -s tip
gawe (from gaaf) nice, friendly
kaneel cinnamon
kelner, -s waiter
koeksister, -s sugared doughnut
konfyt jam
koppie, -s cup
lemoenkoek, -e orange cake
melkert, -e milk tart
onvriendelik, -e unfriendly
pannekoek, -e pancake
plaatkoekie, -s crumpet
pot, potte pot
restaurant, -e/-s restaurant

rooibostee a type of red tea
room cream
roomys ice cream
sjokolade chocolate
soet sweet
soettand sweet tooth
soms sometimes
spyskaart, -e menu
stadig, -e slow
stroop syrup
stuk, stukke slice, piece
tand, -e tooth
tee tea
tee- en koffiehoekie, -s tea and
coffee shop (corner)
wafel, -s waffle
warm warm, hot
wat 'n . . . ! what a . . . !

Culture note

- 1 In the dialogue and menu, several South African specialities were mentioned which may not be familiar to you. **Melkert** (D1:10) is especially popular in winter, when it is served hot. A **koeksister** (Menu) is a small crisp pastry in the shape of a plait, fried and dipped in syrup. **Rooibostee** (lit. *red bush tea*) (D1:

10) is only produced in South Africa, in the Clanwilliam district of the Cape Province. The name comes from the red leaves of the tea bush. It is recommended as a healthy drink by doctors.

■ Exercise one

True or False?

As before, if you find a statement is false, write down a true statement in its place.

● ■ Dialogue two

Now familiarize yourself with this dialogue.

Wordlist 2: Dialogue 2, Exercises 2–10

altyd always
baadjie, -s jacket
bo great
Boerewors, -e farmer's sausage
boom, bome tree
bos, bosse bush, forest
bring to bring, to take
dans, -e dance
deftig, -e smart
diens, -te service
eensaam, -same lonely, remote
eindelose (eind'lose) endless
elke draai everywhere (lit. each turn)
figuur, figure figure
geur smell, aroma
haai! hey!
hersien to revise
hittig, -e here: hot
in die mode in fashion
kameeldoringboom kameeldoring tree
klere clothes
kort short
lang long, tall
langbroek, -e trousers, slacks

lê to lie, to be situated
lied, -ere song
meisie, -s girl
mini mini
na 'n rukkie after a while
nadat after, when
os, osse ox
ring, -e ring
rokkie, -s dress
romp, -e skirt
rukkie, -s moment, little time
sand sand
seep, sepe soap
sing to sing
skoen, -e shoe
son, sonne sun
sonbesie, -s cricket
sonder without
swart black
versmaai scorn
vlakke, -s plain
voet, -e foot
vreedsaam, -same peaceful
wyd, wye wide

■ Exercise two

Answer the following questions in complete sentences after revising dialogues one and two.

There are questions referring to both dialogues.

■ Exercise three

Fill in the correct words.

Here you will see if you can write sentences about the two dialogues, using some of the new words.

Grammar note

- 1 In lesson eleven (grammar note 2) you learnt that if a sentence starts with a time word or expression, the verb immediately follows. The same applies to other expressions, usually adverbs. For example:

Gelukkig sit ons op gemaklike stoele! *Fortunately we're sitting on comfortable chairs!* D1:2

Miskien moet ek plaatkoekies neem. *Perhaps I'll have crumpets.* D1:7.

See section 14a of the appendix.

● Exercise four

In this exercise you can practise the point you read about in grammar note 1. Repeat the exercise until you can speak confidently in the pauses.

Grammar note

- 2 Here is another point about the Afrikaans negative, **nie ... nie**. As you know, the second **nie** goes to the end of the sentence; this applies even in sentences with two verbs, when it follows the second verb. The first **nie** follows the auxiliary. For example:

Ek kan nie besluit nie. *I can't decide.* D1:7.

● Exercise five

Here you can practise using the negative, together with the auxiliaries you are given for each sentence. Again, keep practising until you can speak fluently.

Grammar note

- 3 You've learnt (lesson nine grammar note 6) that some adjectives add an **-e** when used before a noun. Look back at the note to refresh your memory. You've also met a few adjectives which change in other ways. Here are some more; try to memorize them.

Dit is 'n gawe kelner.

Die kelner is gaaf. (*nice*)

Dit is 'n regte antwoord.

Die antwoord is reg. (*right*)

Dit is 'n ou rok (*dress*).

Die rok is oud. (*old*)

Dit is 'n wye vlakte.

Die vlakte is wyd. (*wide*)

Dit is 'n moeë man.

Die man is moeg. (*tired*)

Dit is 'n hoë boom.

Die boom is hoog. (*tall*)

Notes:

Some adjectives ending in **g** have an English equivalent ending in **t**. These adjectives add **-te**: **reg**: **regte**, **sag**: **sagte** (*soft*).

Names of colours used as adjectives never change:

Die osse is rooi. **Die rooi osse.** (*red*)

● Exercise six

Keep practising this exercise until the right form of each adjective comes naturally.

● ■ Exercise seven

Listen to the song and fill in.

This is an old Afrikaans song, which just happens to contain a lot of adjectives! You'll probably need to listen several times before you can fill in all the missing

14 Lesson fourteen

In this lesson you will learn how to make enquiries over the telephone and how to ask for details about accommodation.

● ■ Dialogue one

First study this dialogue in the usual way.

Wordlist 1: Dialogue 1, Exercises 1–2

ag nee! oh no!	regtig really
baie many	toemaar don't worry
blyplek, -plekke accommodation	vriendin, -dinne friend (a woman)
hoekom why, what for	waarheen where(to)
iemand somebody	waarin in which
ongemaklik, -e uncomfortable	waarop on which
oproep, -e call	waarvan (of) which
pen, penne pen	waarmee with which

Grammar note

The one important grammar point for you to learn in this lesson is the use of the relative pronoun*. You came across it in lesson seven (in **Dis Paul wat praat**) and you learnt (grammar note 3) that **wat** means *who* or *which* – that is, it is used for people, animals or things. Here are some more examples:

die meisie wat langs hulle bly *the girl who lives next door to them* D1:9
die woonstel wat ek soek *the apartment that I'm looking for*
die kat wat daar sit *the cat which is sitting there*.

Remember that **wie** (*who*) is not used in the same way as in English. It is only used to refer to people together with a preposition, such as **met** in:
iemand met wie ons kan praat *somebody to whom we can talk* D1:5.

When referring to things or animals together with a preposition, **wat** changes to **waar**. This is written together with the preposition as one word: **waar + van = waarvan**, and note that **waar + met = waarmee**.

'n woonstel waarvan ek hou *an apartment which I like* D1:2
die vliegtuig waarmee hy vlieg *the plane in which he's flying*.

Here is a summary, and you can also turn to section 8c of the appendix for a reminder of this point.

	People	Animals and things
wat	die vrou wat daar loop	die tafel wat daar staan
+ preposition	= wie	= waar-
e.g. aan	die vrou aan wie ek skryf	die brief waaraan ek dink
op	die man op wie ek vertrou (trust)	die tafel waarop ek sit
van	die mense van wie ek hou	die kos waarvan ek hou

■ Exercise one

Fill in the right words.

The first group of sentences comes from dialogue one, but the rest are new examples; try to use the correct relative pronoun in each one.

● ■ Exercise two

Listen and write.

This dictation consists of a short summary of dialogue one.

● ■ Dialogue two

This time you hear only one side of a telephone conversation. Study the dialogue and find the new words in wordlist 2 before going on.

Wordlist 2: Dialogue 2, Exercises 3–9

bedien to serve, to wait upon	merk to mark, to observe
deposito, -s deposit	môreaand tomorrow evening
dit these	onder under
getal, -talle number	self -self
haan, hane cock	staan to stand
hen, henne hen	troeteldier, -e pet
hoender, -s chicken	tuin, -e garden
kerktoring, -s church tower	tweeslaapkamerwoonstel, -woonstelle
klein small, little	two bedroom flat
klink to sound	vooruit in advance
koek, -e cake	waaronder under which
lê to lay	

■ Exercise three

This exercise is based on dialogue two. Write down what you think the other person on the telephone is saying, then check your solution with the version in the key.

● Exercise four

Now complete the telephone conversation yourself.

This time you will actually speak the part of the other person, using the sentences you found in exercise three. After the pause for you to speak, you will hear the correct version.

● ■ Exercise five

Listen to the numbers and mark them off in the block.

Here is a chance to revise the numbers between 20 and 100. Look at the appendix section 17 to refresh your memory. The exercise works like a Bingo game; mark the numbers you hear in the first group on table a, and those in the second group on table b.

■ Exercise six

Here is a similar exercise to exercise one, to make sure that you've grasped how to use the relative pronoun.

● Exercise seven

Answer the questions as in the example; you'll be practising using relative pronouns when you speak.

● ■ Exercise eight

Listen to the song and fill in.

This is a popular folk song. When you've completed it and looked up the words you don't know, you should be able to work out that it means:

There's a chicken that can't lay an egg. (x3)

It's the cock that stands on the church tower.

Have you noticed that the song includes a relative pronoun and an example of the double negative?

■ Exercise nine

Choose the right one.

Arrange the words into pairs of male and female. Write down just the numbers and letters.

15 Lesson fifteen

Making business plans and appointments is the subject of this lesson. You'll also learn more about dates and times.

● ■ Dialogue one

Study the dialogue with the help of wordlist 1 and the grammar notes below.

Wordlist 1: Dialogue 1, Exercises 1–3

aan die gang kom to get going	konsultasiewerk consultation (work)
aandui (dui . . . aan) to mark, to indicate	laat weet to let know, to tell
bankbestuurder , -s bank manager	lessenaar , -s desk
bedrywig , -e busy, on the go	middag noon, afternoon
besturende direkteur , -e managing director	môre tomorrow
binne drie weke within three weeks	Opvoedkundige Media Educational Media
bywoon (woon . . . by) to attend	personeelvergadering , -s personnel/staff meeting
direkteur , -e director	rekenaar , -s computer
ens. (= ensovoorts) etc.	rekenaaruitstalling , -s computer exhibition
gedurende during	tevrede satisfied
geïnteresseerd (in) interested (in)	van vandag af as from today
geldsake money matters	van . . . tot from . . . to
gereed ready	vergadering , -s meeting
gesellig , -e snug, genial	vergadering hou to have a meeting
goeie idee good idea	volvloertapyt , -e wall-to-wall carpeting
hierdie maand this month	vroeg vanmiddag early this afternoon
idee , ideë /-s idea	werkprogram , -programme work programme/schedule
Julie July	
kalender , -s calendar	
konferensie , -s conference	

Grammar notes

- Note that **ander** (*other, another*) remains the same in the plural: **die ander**, *the others* (D1:16). (There is a word **anders** in Afrikaans, but this means *otherwise*.)

- Here are two useful phrases from dialogue one to learn by heart:
aan die gang kom *to get going* D1:1
sommer van vandag af (*immediately*) *as from today* D1:13.
- In dialogue one there are several expressions of time. Here is a list; try to remember them.
hierdie maand *this month* D1:7
elke Maandagmiddag *every Monday afternoon* D1:11
vroeg vanmiddag *early this afternoon* D1:15
net na veertienuur *just after 2 p.m.* D1:15
môre om twaalf dertig *tomorrow at twelve thirty* D1:16
binne drie weke *within three weeks* D1:20
gedurende Juliemaand *during the month of July* D1:23
van die 30ste tot die 31ste *from the 30th to the 31st* D1:35
vandag *today* D1:13
môre *tomorrow* D1:16.

Note the way the ordinal numbers are abbreviated: you just write the number and the ending **-ste** or **-de** as appropriate. For example:
die 9de Julie (D1:25), **die 24ste Julie** (D1:33).

● ■ Exercise one

Listen to dialogue one again. Mark all their appointments, meetings, etc. in July on the calendar.

■ Exercise two

True or False?

This checks your understanding of dialogue one. Remember to correct any sentences that are false.

● Exercise three

Here's a chance to revise what you learnt in lesson eleven grammar note 2 about inversion of the usual word order. You'll also be using some new time expressions in this exercise.

● ■ Dialogue two

This dialogue should be studied using wordlist 2. Then go on to read some more grammar notes connected with it.

Wordlist 2: Dialogue 2, Exercises 4–6

besig, -e busy, engaged

dit maak nie saak nie it doesn't matter

eers only

enige tyd any time

intussen in the meantime

laat late

mag may

onderhoud, -e interview

oomblik, -blikke moment, instant

oor twee dae in two day's time

op die oomblik at the moment, at present

Grammar notes

- 4 Here are some more time expressions to add to the list in grammar note 3.
intussen *in the meantime* D2:5
eers *oor twee dae* *only in two days' time* D2:10
op die oomblik *at the moment* D2:12
gister *yesterday* D2:6.
- 5 Another useful expression is **dit maak nie saak nie**, *it doesn't matter* (D2:11).
- 6 In this dialogue you have met an example of the past tense* for the first time:
Ek het gister die advertensie in die koerant gesien (D2:6)
I saw the advertisement in the newspaper yesterday.
 The past tense is usually formed simply by using the verb **het** and adding **ge-** to the main verb, e.g. **ge + sien = gesien**. This is similar to the English *I have seen*. The main verb, of course, goes to the end of the sentence, as you can see in the above example. There will be more about the past tense later.
- 7 There are some longer sentences in this dialogue than you have seen so far. In fact, they consist of two sentences joined together with the conjunctions* **en** (*and*), **maar** (*but*) and **want** (*because*).
Ek het gister die advertensie gesien en ek stel belang in die pos. D2:6
Mnr. De Klerk is besig, maar ek sal u intussen help. D2:4
Enige tyd sal my pas, want ek werk nie op die oomblik nie. D2:11.

Note that a comma is used before **maar** and **want**, but not before **en**. These three words belong to a small group of conjunctions which do not influence the order of the words in the part of the sentence which follows them. Look again at the word order in the examples.

You will come across some different types of conjunctions later; section 13 of the appendix deals with all of them.

■ Exercise four

In this exercise you will practise joining sentences together, using the word you're given for each one.

● Exercise five

Here you can practise using the formula for introducing yourself on the telephone.

Pronunciation point

You may have noticed that a **d** at the end of an Afrikaans word always sounds like a **t**. So **Datarand** (D2:1) rhymes with **koerant** (D2:7). Here are some more examples from dialogue two: **onderhoud** (D2:8, 10), **tyd** (D2:11), **oggend** (D2:13). It may help you to listen to the dialogue again before trying exercise six.

● Exercise six

Listen and repeat.

The recorded words all end in **d**. Imitate the **t** sound. This is not difficult, but it takes a while to get used to it.

16 Lesson sixteen

This lesson is about an invitation to dinner, and there is more about asking for and giving directions. You'll also learn how to address older friends and relations.

● ■ Dialogue

Tackle the dialogue in the usual way. There is only one wordlist in this lesson. Remember that you can use the overall wordlist at the end of this book to find words which appeared in an earlier lesson.

Wordlist: Dialogue, Exercises 1–10

aanspreekvorm, -e form of address
afdraai (draai . . . af) to turn off
afrit, -ritte exit (off ramp)
al already
beveel to order
bril, brille a pair of spectacles
êrens somewhere
funksie, -s function
gedeelte, -s part, section
geweet (from weet) known/knew
groet, -e greeting
iets something, anything
kolom, kolomme column
kos food, meal
kry to find
liewer rather
negatief, -tiewe negative
nêrens . . . nie nowhere
nog nie . . . nie not yet
nooit . . . nie never
ooit ever

oom, -s uncle
op pad na on the way to
pa, -s dad, father
persoon, persone person
radio, -s radio
's (= is) am, is
sê groete aan (give) regards to
snelweg, -weë motorway, highway
sog, sôe sow
stuur to send
swembad, -baddens swimming pool
T-aansluiting, -s T-junction
tannie, -s aunt, auntie
tipies, -e typical
uitnodiging, -s invitation
uitvoer to carry out, to accomplish
uitnoui (noui . . . uit) to invite
verby past
vreemde man, -s stranger
vriend, -e friend
waarby (by) which

Grammar note

- 1 In the grammar note in lesson fourteen you learnt how to use **wie** and **waar** with prepositions as relative pronouns. They can be used in the same way in questions, for example:

By **wie** eet die Pieterses? *Who are the Pieterses eating with?* (lit. *With whom are the Pieterses eating?*)

■ Exercise one

Ask questions. The parts in italics must be the answer.

Look at the examples. You'll be revising the question words you know, as well as using what you read about in grammar note 1.

● Exercise two

This is a revision exercise on the double negative **nie . . . nie**.

Grammar note

- 2 Now that the negative is fresh in your mind, you can learn some new negative words. You met **geen** and **nie meer** in lesson nine (grammar notes 5 and 8).

Here are some more:

êrens somewhere D:19

iets something D:19

ooit ever

al already D:2

iemand someone

nêrens . . . nie nowhere

niks . . . nie nothing

nooit . . . nie never D:9

nog . . . nie not yet D:3, 4

niemand . . . nie no one

Sien jy **êrens** 'n swembad? Nee, ek sien **nêrens** 'n swembad **nie**.

The first word, e.g. **nêrens**, takes the place of the first **nie**, immediately after the verb, while the second **nie** is at the end of the sentence.

● Exercise three

Listen and repeat.

Here you can familiarize yourself with some of the new negative words.

■ Exercise four

Choose the negative which fits best and answer the questions.

Write your answers down as complete sentences.

Grammar notes

- 3 To extend an invitation you can simply say:

Kom eet môreaand by ons. *Come and eat with us tomorrow evening.*

This is fine for informal situations, but if you want to be a little more polite, say:

Wil julle nie môreaand by ons kom eet nie? *Wouldn't you like to come and eat with us tomorrow evening?* D:4.

Negative questions like this are common in Afrikaans, and you can find out more about them from grammar note 4.

- 4 When you ask a negative question, the first **nie** comes immediately after the subject (not the verb). The second **nie**, as usual, is at the end.

Wil julle eet?

Wil julle nie eet nie?

Ry 'n mens by 'n swembad verby?

Ry 'n mens nie by 'n swembad verby nie? (D:19)

● Exercise five

Now it is your turn to ask negative questions. Take care to use the right negative word; look back at grammar note 2 first if necessary.

■ Exercise six

Fill in the following words in the spaces.

This exercise revises the relative pronouns which you learnt about in lesson fourteen grammar note.

Grammar note

- 5 You know that in Afrikaans you should address some people as **u** and others as **jy**. (For a reminder of this point, look at section 8b of the appendix.) There is also a third mode of address, used towards one's parents and older relatives and friends, when **u** is too formal and **jy** too informal.

Relatives and friends are addressed as **Oom** (*uncle*) and **Tante** (*aunt*) or **Tannie** (*auntie*). Note that these words are written with a capital letter when used in this way:

Naand, oom Paul. Goed dankie en met Oom? *Good evening, uncle Paul. I'm well, thanks, and you?* (lit. *and Uncle?*) D:12.

Paul is not actually Karel's uncle, of course.

Parents are addressed in a similar way as **Pa** (*dad*) and **Ma** (*mum*):

Pa, Pa het Pa se bril vergeet. *Dad, you've forgotten your glasses.*

Ma, waarmee kan ek Ma help? *Mum, what can I help you with?*

■ Exercise seven

Use typical Afrikaans forms of address to carry out the following functions.

You have to choose the right form (**u**, **jy** or **Ma**, etc.) in each case.

Pronunciation point

The circumflex accent (^) sometimes used on **e** (**ê**) and **o** (**ô**) shows that the sound is lengthened. The **ê** is pronounced rather like the *a* in the English word *hare*, and the **ô** sounds like the *aw* in *law*.

Sometimes the accent can help to distinguish between two words. For example, **sê** means *say*, while **se** means *'s* (**Piet se boek**, *Piet's book*).

● Exercise eight

Listen and repeat.

All the words contain **ê** or **ô**.

● ■ Exercise nine

Listen to the words and write them in two columns.

Can you tell the difference between **ê** and **e**, or between **ô** and **o**? Do this exercise to check.

■ Exercise ten

Choose the right sentences from List B to fit with the words in List A.

This last exercise checks that you can recognise the different modes of address.

17 Lesson seventeen

The subject of this lesson is a visit to the gold mining museum in Johannesburg. You will learn how to describe things and places, and there is more about negatives and talking about the future.

● ■ Narrative

Study this narrative in the same way as the dialogues. Don't forget to listen a few times before you read it.

Wordlist: Narrative, Exercises 1–6

besienswaardigheid, -hede sights,
something worth seeing
besoek to visit
besoeker, -s visitor
bestaan uit to consist of
deur (ontdek deur) by (discovered by)
deurbring (bring . . . deur) to spend
die hele dag the whole day
giet to pour
goud gold
goudmynmuseum, -s gold mining
museum
goudstaaf, -stawe gold bar
histories, -e historical
klerekas, -kaste wardrobe
museum, -s museum
myn, -e mine
mynhoop, -hope (mine) dump

mynhuis, -e mine house
mynskag, -te mineshaft
mynwerker, -s miner
ondergrond underground
ontdek to discover
orals everywhere
outyds, -e old-fashioned
reg, regte proper, real
selfs even
soen, -e kiss
Sondae/op Sondae on Sundays
soos like
stamdans, -e tribal dance
tradisioneel, -nele traditional
toekomende tyd future time
tydperk, -e period
uitstalruimte, -s display area

Grammar notes

- 1 The narrative introduces some conjunctions which are different from the ones you met in lesson fifteen (grammar note 7). Here they are:
Die museum is op die plek waar goud . . . ontdek is. *The museum is on the spot where gold was discovered.* V:2
'n Mens kan ook sien hoe hulle goudstawe giet. *One can also see how they pour gold bars.* V:9.

Waar and hoe and many other conjunctions affect the order of words: the verb following them goes to the end of the phrase. You have now learnt about the types of conjunction described in sections 13a and 13c of the appendix.

- 2 Sondae is daar altyd iets interessants (V:7) would be translated *On Sundays there is always something interesting*. As you can see, no equivalent of *on* is necessary in Afrikaans. Here is another example:
Ek sal jou Maandag sien. *I'll see you on Monday.*

- 3 When iets (*something*) or niks (*nothing*) is used with an adjective, an -s is added to the adjective, unless it already ends in s. For example:
interessant: iets interessants *something interesting* V:7
nuut: niks nuuts nie *nothing new*
outyds: iets outyds *something old-fashioned*

● Exercise one

This speaking exercise practises the point about adjectives (grammar note 3).

■ Exercise two

Fill in the following words in the spaces.

This is a chance to use some of the new words from the narrative.

● Exercise three

Here are some more adjectives to practise, this time with niks.

■ Exercise four

Write the following sentences in the future tense.

You learnt about the future in lesson four (grammar note 1). Revise the point if you need to refresh your memory before doing the exercise, and don't forget that separable verbs are written as one word when they are in the future tense (lesson eleven grammar note 1).

Exercise five

This is a speaking exercise on the future tense.

Exercise six

Crossword

Do this crossword to round off the lesson and check that you can remember some of the words you've learnt.

18 Lesson eighteen

In this lesson you will learn to talk about sport and say which sports you like or dislike. You will also find out more about using the past tense.

Dialogue one

Study the dialogue first, as usual, using wordlist 1.

Wordlist 1: Dialogue 1, Exercises 1–3

aanhou (hou . . . aan) to carry on, to keep it up	mooi skoot! good shot!
aansluit (sluit . . . aan) to join, to become a member of	moontlik, -e potential
afslaan (slaan . . . af) to tee off	mos indeed, at least
bal, balle ball	omtrent about
beland to land	ou maat old chap
bof, bowwe tee	regkry (kry . . . reg) to manage
bofhou, -e tee shot	SBO fictional company name
dalk perhaps	sethou, -e putt
deelneem (neem . . . deel) aan to participate, to take part in	skoot, skote shot
deskundige, -s expert	slaan (geslaan) to hit (hit)
gelede (twee maande gelede) ago (two months ago)	sport sport
geliefkoos, -de favourite, beloved	sportman, -manne sportsman
gholf golf	sportsoort, -e type of sport
gholfkompetisie, -s golf competition	sukkel (gesukkel) to struggle (struggled)
hou, -e shot	teen against
joggie, -s chappie; caddie	tennis tennis
kroeg, kroeë bar	tussen hakies by the way (lit. in brackets)
misslaan (slaan . . . mis) (misgeslaan) to miss (misses)	vassit (sit . . . vas) to get stuck/tied up, to linger
	verlede (jaar) last (year)
	voorgee start

Grammar notes

- Here are some useful expressions from the dialogue:
mooi skoot good shot D1:9
hou so aan (aanhou) keep it up (to keep it up) D1:13
tussen hakies by the way (lit. in brackets) D1:16

dis mos jou joggie die *this is your caddie, isn't it?* (lit. *this is indeed your caddie, this*) D1:22.

Mos is one of those words which is difficult to translate. It is more or less equivalent to *isn't it?* **Die** can mean *this* as well as *the*.

- 2 **Gholf** (*golf*) is spelt with an **h** to distinguish it from the word **golf**, which means *wave*. The pronunciation is the same.

Culture note

Wednesday is often called **klein Saterdag** (*little Saturday*) in South Africa, because many businesses such as shops, banks and some government departments are closed on Wednesday afternoons. Many sport activities take place then.

Exercise one

This exercise revises what you have learnt about the past tense. Take another look at lesson fifteen grammar note 6 if you need to refresh your memory.

Grammar note

- 3 The verb **is** does not form the past tense in the usual way. The word **was** is used in the past – the same as English, except that **was** is used for both *was* and *were* (singular and plural).

dit was 'n swak hou *that was a weak shot* D1:14

Koos en Willem was moontlike kliënte. *Koos en Willem were potential clients.*

Exercise two

Practise what you learnt in grammar point 3.

Grammar note

- 4 The past of separable verbs is formed with **het** and the addition of **ge**, but in this case the **ge** goes between the two parts of the verb. For example:
misslaan: Ek het selfs 'n bal misgeslaan! *I even missed a ball!* D1:11
uitvind: Hy het baie omtrent rekenaars uitgevind. *He found out a lot about computers.* D1:19.

Exercise three

Complete the table.

Complete the sentences in the present on the left and the same sentences in the past on the right. All the verbs are separable, and some of them are new, so look them up in the wordlist when you have finished.

Dialogue two

This dialogue contains more examples of the past tense. Approach it in the usual way.

Wordlist 2: Dialogue 2, Exercises 4–8

as ek net	if only I	manne: julle manne	men: you guys
atletiek	athletics	netbal	netball
baie geluk	congratulations	op julle stukke	in top form
Ben-hulle	Ben and his partner (lit. Ben and them)	putjie, -s	hole
beslis	definitely, absolutely	rugby	rugby
boks	boxing	ruk jou reg	to pull yourself together
iets sterks	something strong	sokker	soccer
jouself (oor jouself)	yourself (about yourself)	spel, -e	game, play
karate	karate	sterk	strong
knap gedaan!	well done!	swem	swimming
kommentaar lewer (oor)	to comment (on) (lit. provide commentary)	vergewe (vir)	to forgive
krieket	cricket	verloor	to lose
man, -s	man	water	water
		wen (gewen)	to win (won)
		wenner, -s	winner

Grammar notes

- 5 Here are some more useful expressions:

baie geluk congratulations D2:4 **op julle stukke** in (your) top form D2:6
knap gedaan well done D2:4 **ruk jou reg** pull yourself together D2:14.

- 6 Constructions like **Ben-hulle** and **Koos-hulle** (D2:2, 3) are common in everyday speech. **Ben-hulle** literally means *Ben and them*; here it is *Ben and his partner*, or *Ben's side*.

- 7 There are a few verbs which do not add **ge** in the past tense. These are verbs which already have a prefix* such as **be-**, **ge-**, **her-**, **er-**, **ont-** or **ver-**. For example:

verloor: **Ben-hulle** het verloor *Ben and his partner lost* D2:2

vergewe: **Ansie** het my nog nie vergewe nie. *Ansie hasn't forgiven me yet.*
 D2:11

geniet: **Ek** het dit baie geniet. *I enjoyed it very much.* D2:12.

You can find a summary of all that you've learnt about the past tense in appendix section 2a. Note that Afrikaans doesn't have two types of past tense, as English does. **Hy het verloor** means *he has lost* as well as *he lost*; similarly, **hy was** means *he has been* as well as *he was*.

● Exercise four

This exercise practises the point you learnt in grammar note 7.

● Exercise five

Here is a speaking exercise to remind you about the past of separable verbs (grammar note 4).

● Exercise six

Listen and repeat.

This exercise changes the subject by introducing the words for some different sports. The first word corresponds to the top left picture, the second to the

bottom left, and so on. When you've repeated them several times and are satisfied with your pronunciation, find the words in the key. Check the spelling and look them up in the wordlist to make sure of the meaning. Finally, see if you can say the word which goes with each picture, without listening to the tape or looking at the key.

■ Exercise seven

Write about yourself.

In this exercise you can practise two ways of saying that you like (or dislike) something. Here they are:

Ek hou van . . . *I like . . .* (D1:2) or **Ek hou nie van . . . nie.** *I don't like . . .*

Ek speel graag . . . *I like playing . . .* or **Ek speel nie graag . . . nie.** *I don't like playing . . .*

As in the examples, you can choose between two answers each time.

■ Exercise eight

Fill in.

Here is a small crossword to finish with. It uses some of the words you learnt in the lesson.

19 Lesson nineteen

The subject of this lesson is the weather. You'll find it useful to be able to chat about it!

● ■ Today's weather

Treat this weather forecast in the same way as you do the dialogues.

Wordlist: Today's weather, Exercises 1–7

bewolk, -te cloudy
binneland interior, inland
gebied, -e territory, area
gedeeltelik, -e partial; partly
Kaapse Skiereiland Cape Peninsula
koud, kou(e) cold, chilly
kusgebied, -e coastal area
Laeveld Low veld
lug sky
matig, -e moderate, temperate;
moderately
mis fog, mist
miskol, -kolle misty spots (lit.)
mistig, -e misty
mooiweer fine
Natal Natal
Natale binneland Natal interior
Natale kusgebied Natal coastal area
noem to call, to name, to mention
noord north
Noord-Kaap Northern Cape
(Province)
noordwes northwest
oggend, -e morning
omroeper, -s (radio) announcer
oostelik, -e eastern

Oostelike Skiereiland Eastern (Cape)
Peninsula
Pretoria Pretoria
reën, -s rain
sentraal, -trale central
skiereiland, -e peninsula
skyn to shine
somer, -s summer
suid south
suidwes southwest
Transvaal Transvaal
voorspel to predict
voorspelling, -s forecast
Vrystaat Orange Free State
weer weather
weerberig, -te weather report
weerburo, -'s weather bureau
weerkart, -e weather chart
weervoorspelling, -s weather
forecast
wes west
Wes-Transvaal West Transvaal
winderig windy
winter, -s winter
Witwatersrand Witwatersrand
wolk, -e cloud

Grammar note

The compass directions in Afrikaans are:

Noord north 6, 13
Suid south 4

Noordwes northwest 6
Suidwes southwest 4

Wes west 4
Oos east

Noordoos northeast
Suidoos southeast

When these words are linked to place names, they are written with a hyphen:

Suidwes-Transvaal southwest Transvaal 4

Noord-Kaap north Cape 13

Note also that you can make adjectives out of them, such as Oostelik, eastern (8).

● Exercise one

Listen and repeat.

Repeat the forecast a line at a time. Turn over and look at the map, instead of reading the text while you speak.

● Exercise two

In this exercise you talk about yesterday's weather, and at the same time practise using was.

● Exercise three

Look carefully at the example in your textbook. Starting from the given sentence, you replace one word by the word you are given each time, to make a new sentence. Sometimes the verb will have to change too, for example when you use gister.

■ Exercise four

Fill in the following words in the spaces.

Some of these weather words are new; look them up if you can't guess what they mean.

● ■ Exercise five

Listen to the weather report again and answer the following questions.

This and the following exercise will check that you understand the report fully.

In question number 1 you will see that although **voorspel** (to forecast) looks like a separable verb, it doesn't behave like one. This type of verb is explained in the appendix, in section 2a under Type 5. There are not many of them.

■ Exercise six

True or False?

● Exercise seven

In this exercise you speculate about tomorrow's weather. You have to put each sentence into the present tense; using the present tense with a word such as **môre** (tomorrow) to talk about the future is just as common as using the future tense.

■ Exercise nine

Write down what you would say in each of the following situations. Use the words in brackets where they are supplied.

1. Invite your aunt to have supper with you tomorrow night. (Tante, wil)
2. Ask your mother how she is. (Ma)
3. You are lost. Ask a male stranger the way to the gold mining museum. (kan, waar)
4. Tell your uncle that he has forgotten his glasses. (Oom, vergeet)
5. Ask your friend Ben if there is a golf course somewhere around. (Ben, is)

20 Lesson twenty • Test

You have succeeded in completing level two, and once again it's time for a test. As with the first test (lesson ten), give yourself about 45 minutes and try to do it all in one session.

Before you start, make sure you have your cassette player ready to play the recorded passage that follows the end of lesson 19, and open your textbook at page 97.

Wordlist

gholfbaan, -bane golf course **Noord-Kaapland** North Cape Province

● ■ Exercise one

Play the passage as many times as necessary and answer the following questions.

- a You can hear a few words containing the **uu** sound as in **duur**, and the **ie** sound as in **hier**. Write down two of each.
- b In how many words is there a **d** at the end which is pronounced like a **t**, as in **stad**? Write the words down.
- c In what way does the pronunciation of the **p**, **t** and **k** in words such as **tik**, **pos** and **kontrakte** differ from the corresponding sounds in English?
- d Write down two words you can hear containing a nasal sound as in **dans**.

■ Exercise two

Now look at the statements in your textbook. Say whether they are true or false.

■ Exercise three

Look at the passage printed in your textbook. Complete it by writing down the correct form of the words in brackets and filling in the correct word where you see a space.

■ Exercise four

Change the sentences into the past tense.

■ Exercise five

Rewrite the sentences, starting with the words given.

■ Exercise six

Answer these questions in the negative.

■ Exercise seven

Combine these sentences by using the given words.

■ Exercise eight

Study the two lists of sentences in the textbook. Match up the pairs that belong together, giving the appropriate letter and number.

■ Exercise nine

Write down what you would say in each of the following situations. Use the words in brackets where they are supplied.

- 1 Invite your aunt to have supper with you tomorrow night. (**Tante, wil**)
- 2 Ask your mother how she is. (**Ma**)
- 3 You are lost. Ask a male stranger the way to the gold mining museum. (**kan, waar**)
- 4 Tell your uncle that he has forgotten his glasses. (**Oom, vergeet**)
- 5 Ask your friend Ben if there is a golf course somewhere around. (**nêrens**)

■ Exercise ten

Complete the dialogue in the textbook.

■ Exercise eleven

Have a look at the map on page 94 of the textbook, and answer the questions using the information in the map.

When you have finished and are satisfied with your answers, check them carefully against the key. Work out and note down your score for each exercise; in most cases there are two points for each answer, and you should take off one point for every mistake. The answer to exercise one c is: **p, t** and **k** are pronounced less forcefully than in English and without a puff of breath (2 points).

If your overall score is less than 50 (i.e. half marks) we suggest you spend some time revising the whole of level two. Even if you scored more, go back over any particularly weak points; the following guide will help you to identify them.

Exercise one: pronunciation. Score at least 10 out of 20 or revise pronunciation points.

Exercise two: comprehension. Score at least 3 out of 5 or go through dialogues again.

Exercises three, ten and eleven use language from lessons fourteen, fifteen and nineteen. Look at these lessons again if you scored under 13 out of 25.

Exercises four to seven deal with the main grammar points: past tense (lesson 18 notes 3, 7), word order (lesson 11 note 2), negatives (lesson 16 note 2) and conjunctions (lesson 15 note 7). Revise these if you scored under 15 out of 30.

Exercise eight: useful expressions. Score at least 5 out of 10 or re-read relevant grammar notes.

Exercise nine: modes of address. Score at least 5 out of 10 or look at lesson sixteen note 5 again.

21 Lesson twenty-one

Ben and Rita are holding a barbecue for Elsa's birthday. You'll learn what to say to people on their birthday and you'll discover some of the Afrikaners' favourite dishes.

Lesson twenty-one follows the recording of **Die Afrikaanse klanke** at the beginning of cassette 3 side A. We suggest you listen to this section before starting the lesson.

■ Dialogue

Study the dialogue with the help of wordlist 1.

Wordlist 1: Dialogue, Exercises 1–4

bak, bakke bowl
braai to grill
braaivleis barbecue (braaivleis)
daarin in it
eie own
eienaar, -s owner, proprietor
gaar done, cooked
gelukkige verjaardag! happy birthday!
geskenk, -e gift, present
honger hungry
hoop daar sal nog veel meer wees hope there will be many more happy returns of the day
hou to hold
kla to complain
omdat because
oopmaak (maak . . . oop) to unwrap
oor 'n rukkie in a while, shortly
opsit (opgesit) to put on (put on)

pap en sous porridge and gravy
reeds already
rooster, -s grill
skaaptjop, -s lamb chop
slaai, -e salad
sodat so that, in order that
sodra as soon as
sosatie, -s sosaties (grilled curried meat)
staan nader! come closer!
sybokhaarloper, -s mohair runner
tjop, -s chop
veel meer much/many more
veels geluk! (hearty) congratulations!
verbind to connect, to link up
verjaardag, -dae birthday
voordat before
word groot to grow up
word oud to grow old
wors, -e sausage

Culture notes

- Barbecues are popular social events in South Africa. In the Orange Free State and the Transvaal, people like to eat **pap en sous** (porridge and gravy) with their meat and salad. The porridge is served with an onion and tomato sauce.

- Afrikaners commonly greet friends with a kiss on the mouth, not on the cheek as Europeans do.

Grammar note

In lesson seventeen grammar note 1 you met the conjunctions **hoe** and **waar**. There are some more conjunctions here of the same type: that is, the verb after them goes to the end of the phrase.

dat that D:2

voordat before D:4

omdat because D:7

sodat so that D:13

sodra as soon as D:16

Sit dit in dié bak sodat jy die sosaties op die rooster kan sit. Put it in this bowl so that you can put the sosaties on the grill. D:13

As you can see in this example, when there is an auxiliary as well as a main verb, both go to the end with the auxiliary just before the main verb.

Exercise one

Fill in the following words in the spaces.

This is the first of several exercises in this lesson which will let you practise using conjunctions.

Exercise two

Answer the questions using **Ek dink dat . . .**

Exercise three

Combine the two sentences by using the given word. Make sure you alter the word order correctly.

22 Lesson twenty-two

■ Exercise four

This is something of a puzzle: conjunctions of both the types you have met are mixed up here, and you have to sort out the correct word order.

■ Exercise five

Fill in the following words in the spaces.

The passage contains several new words, which you can find in wordlist 2.

Wordlist 2: Exercises 5–7

gaps to pinch
goed gaar well done
kinders gee 'n mens grys hare
children give you grey hair
mis to miss
raps to smack
rou underdone, raw

skelm sly(ly), furtive(ly)
taamlik fairly
verjaar to have a birthday, to
celebrate
volg to follow
vurk fork

Pronunciation point

The pronunciation of certain words varies depending on the formality of the situation. In a formal context, the pronunciation will be much the same as the spelling, but in informal speech some sounds disappear. For example:

Formal

kinders
op die
met die
in die
ander

Informal

kinners (d not heard)
oppie (d not heard)
meddie (t not heard)
innie (d not heard)
anner (d not heard)

Many of these examples can be heard in exercise six.

● ■ Exercise six

Listen.

The passage from exercise five is recorded. Listen first to pick out the pronunciation examples you have just read about. Then fill in the missing words as you listen again.

● ■ Exercise seven

First listen to the song and follow the words.

Here is a song about food. When you have listened a few times and think you can follow it, try to fill in the missing words in your textbook. Why not join in, too? This is what the song means (all the new words here are not listed in the wordlist):

Give me **springbokbiltong**.
Give me farmers' rusks.
Give me tasty coffee
And watermelon jam.

Give me strong **bobotie**
And yellow rice with raisins.
Give me bean stew
And pot-roast.

What do I want to do with exotic
food,
With red wine
And caviar?
It just makes me feel sick.

So give me **springbokbiltong**.
Give me farmers' rusks.
Give me tasty coffee
And throw out the rest.

Culture note

3 The song mentions several South African delicacies. **Biltong** is long strips of dried and salted game, ostrich or beef. **Beskuit** is a kind of rusk dunked in morning coffee. **Bobotie** is a Cape Malay dish of curried and spiced minced meat served with rice.

22 Lesson twenty-two

This lesson is concerned with cars: giving instructions and making complaints about them.

● ■ Dialogue one

Tackle the dialogue in the usual way.

Wordlist 1: Dialogue 1, Exercises 1–3

aansit (sit . . . aan) to attach	reken op to rely on
afhaal (haal . . . af) to take off/down	rem, remme brake
battery, -e battery	sitplek, -plekke seat
ingooi (gooi . . . in) to throw in, to put in, to pour in	skoonmaak (maak . . . skoon) to clean
kan op ons reken can count on us	spoedmeter, -s speedometer
koplig, -te headlight	stel to adjust
nagaan (gaan . . . na) to check	truspieël, -s rear-view mirror
niks groots nothing big	verkeerd, -e wrong
noukeurig carefully	vanmiddag this afternoon
redelik, -e reasonable	werktuigkundige, -s mechanic
regmaak (maak . . . reg) to fix	

Grammar note

- 1 In lesson seven you learnt to give simple instructions. In this dialogue you have met more instructions, this time using separable verbs. For example:
gaan die remme na check the brakes D1:7
gooi batterywater in pour in battery water D1:7
maak die sitplekke skoon clean the seats D1:7
maak die spoedmeter reg fix the speedometer D1:8
haal die truspieël af take off the rear-view mirror D1:9.

Remember that separable verbs are separated in the present tense and in commands.

● Exercise one

In this exercise you can practise giving instructions with separable verbs.

● Exercise two

Here you will ask some questions using the past tense, again with separable verbs.

■ Exercise three

Fill in the following words in the spaces.

This written exercise is based on dialogue one. Don't look back at the dialogue.

● ■ Dialogue two

Study this as you did dialogue one.

Wordlist 2: Dialogue 2, Exercises 4–8

bevel, -e command, order	opskud! hurry up!
bewaar: om die vrede te bewaar to keep: to keep the peace	padteken, -s road/traffic sign
garage, -s garage	parkeer to park
geduldig patient	soveel so much
glad nie not at all	steeds still
hopeloos, -lose hopeless	stukkend, -e broken
ingaan (gaan . . . in) to enter	tog yet, still, all the same
kêrel, -s chap, fellow	verstaan to understand
laat ek sien let me see	vervang to replace
mag ek? may I?	vinnig fast, speedily
moes had to	vrede peace
om die vrede te bewaar to keep the peace	vuil dirty, filthy
onderdeel, -dele spare part	wat te erg is, is te erg it's getting beyond a joke (lit. what's too much, is too much)
onmoontlik, -e impossible	weier to decline, to refuse
ontevrede dissatisfied	

Grammar notes

- 2 Here are a few useful everyday expressions which were used in the dialogues:

u kan op ons reken *you can count on us* D1:11

wees geduldig *be patient* D2:5

opskud *hurry up* D2:11

wat te erg is, is te erg *it's getting beyond a joke* D2:19

die vrede bewaar *to keep the peace* D2:21.

- 3 There are a number of ways to make a complaint or express dissatisfaction in Afrikaans. Here are a few examples from dialogue two:

Ek is baie ontevrede met die diens. *I'm very dissatisfied with the service.*
D2:3

Ek wil by die eienaar gaan kla! *I want to complain to the proprietor!* D2:3, 4

Ek is glad nie tevrede met die motor nie. *I'm not satisfied with the car at all.*
D2:15

Ek gaan ook kla oor die hoë prys! *I'm also going to complain about the high price!* D2:18

Ek weier om soveel te betaal. *I refuse to pay so much.* D2:19.

● Exercise four

This exercise lets you practise saying you are dissatisfied.

■ Exercise five

Look at the table. See how many sentences you can make. Write all the sentences down.

● Exercise six

Here is another exercise about complaints, this time using **omdat** (lesson twenty-one grammar note).

■ Exercise seven

This is a revision exercise on negative commands, or warnings. At the same time, you will be using some new words; look them up before you start.

■ Exercise eight

Choose the correct command in B to match the road sign in A.

The commands from exercise seven must be matched up with the signs which mean the same thing. Write down the numbers and letters.

23 Lesson twenty-three

In this lesson you will learn to give instructions and make requests with different degrees of formality or politeness. You will also learn how to apologise.

● ■ Dialogue one

Study the dialogue: listen, then read it, and finally work out the meaning.

Wordlist 1: Dialogue 1, Exercises 1–2

aandag attention	middagete-afspraak lunch
as ek my nie vergis nie if I'm not mistaken (<i>reflexive</i>)	appointment
bekommer (ek bekommer my) to worry (I'm worried: <i>reflexive</i>)	skaam (ek skaam my) to be/feel ashamed (I'm ashamed: <i>reflexive</i>)
dit spyt my I am sorry (<i>formal</i>)	skoon clean; completely, quite
gas, -te guest	verbeel (ek verbeel my) to imagine (I imagine: <i>reflexive</i>)
gee aandag daaraan to pay attention to that	vergis to be mistaken (<i>reflexive</i>)
herinner (u herinner u) to remember, to recall (you remember: <i>reflexive</i>)	waaroor about what
mejuffrou Miss (<i>formal</i>)	werklik really

Grammar note

- There are many reflexive verbs* in Afrikaans which are not reflexive in English. These are verbs which must be followed by a reflexive pronoun* (*myself, yourself, etc.*). Here are some of them, used with the different pronouns:

ek bekommer my I worry (lit. I worry myself) D1:13

jy verbeel jou you imagine, you think D1:5, 11

hy herinner hom he recalls, he remembers D1:3

sy verbeel haar she imagines

ons vergis ons we are mistaken D1:15

julle vergis julle you are mistaken (plural)

u vergis u you are mistaken (formal)

hulle skaam hulle they are ashamed

■ Exercise one

You can practise writing sentences with reflexive verbs in this exercise.

● Exercise two

Here is a speaking exercise on the same topic. Change the sentence to include the given word each time, and take care to change the reflexive pronoun too if necessary. Repeat the exercise until you can do it without hesitation.

● ■ Dialogue two

Tackle this in the same way as dialogue one.

Wordlist 2: Dialogue 2, Exercises 3–8

beleefd, -e polite	mes, messe knife
bestuurder, -s driver	minder less
biltong biltong (<i>dried meat</i>)	papier, -e paper
binnekom (kom . . . binne) to come in	puik excellent(ly)
broek, -e pair of trousers	rangskik to arrange
drywer, -s driver	roetekaart, -e route map
formeel, -mele formal	skêr, -e pair of scissors
glas, -e glass	stokperdjie, -s hobby
gesê (from sê) said, told	toe then; when
inligting information	vel, velle sheet
loopbaan, -bane career	versoek, -e request
maklik easy	word to become, to get

Culture note

Afrikaans-speaking South Africans are more likely to use conservative and slightly formal language in the office than their English-speaking counterparts. They are very sensitive to changes in tone, and the Afrikaans language is rich in ways of showing a change in relationship. The many forms of address are examples of this. It is safest to stick to the formal **u** until you are quite sure (perhaps because the other party has taken the initiative) that the switch to **jy** and **jou** is acceptable.

Grammar notes

- 2 In the dialogues are examples of switching between formal and informal speech. Mr Brink entered Elsa's office to reprimand her: hence the formal **Mejuffrou** (D1:1) and **U sal u herinner** (D1:3). This only dawned on Elsa gradually. She started off with the informal **O gits, ek is jammer** and **ek het skoon vergeet** (*I completely forgot*) (D1:7). Then she switched to: **Dit spyt my werklik, Meneer**, which is a more formal apology.

In dialogue two, when he is very pleased with her work, Mr Brink calls her less formally **jy** (D2:8, 13) and **Juffrou** (D2:2).

- 3 **Bestuurder**, in D2:4, is the formal word for *driver* and can also mean *manager*, as you know (lesson eleven). **Drywer** is also used to mean *chauffeur* or *lorry driver*.

■ Exercise three

What is less formal than . . .

Write down a less formal equivalent of each word or phrase.

Grammar note

- 4 In lesson eight grammar note 2 you learnt some expressions of quantity. Look at them again; remember that there is no word for *of* ('n blik koffie, a tin of coffee). Now there is a new expression to add to your list: 'n vel papier, a sheet of paper (D2:5).

Sometimes a pair of something can be expressed by just a single word in Afrikaans:

'n bril a pair of spectacles

'n broek a pair of trousers

'n skêr a pair of scissors.

■ Exercise four

What do we say in Afrikaans for . . .

This exercise is to remind you of some of the expressions of quantity you now know. Write them down.

■ Exercise five

Here you can practise writing commands.

● Exercise six

Now practise giving polite instructions, which are less blunt than the commands in exercise five.

Grammar note

- 5 Lesson six grammar note 3 mentioned that you don't say **van dit** for *of it*, but **daarvan**: **ek hou daarvan**, *I'm fond of it*. (See also D1:8.) **Daar** can be added to other prepositions in the same way:

aan + dit = **daaraan** about it D1:10

in + dit = **daarin** in it D2:12

op + dit = **daarop** on it

onder + dit = **daaronder** under it

agter + dit = **daaragter** behind it

met + dit = **daarmee** with it (compare **waarmee** with which).

● Exercise seven

This exercise gives you some practice in using **daar** with prepositions.

■ Exercise eight

Organise the following sentences under: Command, Polite Instruction, Request.

To see if you can distinguish between different degrees of politeness, try to do this exercise. As the sentences are taken out of context, you may find you don't agree in every case with the order given in the key.

24 Lesson twenty-four

This lesson shows you how to suggest what to do and how to respond to a suggestion. You'll also learn about reserving theatre tickets.

● ■ Dialogue one

First familiarize yourself with the dialogue.

Wordlist 1: Dialogue 1, Exercises 1–4

aula, -s hall
 ballet, -te ballet
 begintyd, -tye beginning
 behoort te ought to
 choreografie choreography
 dansgroep, -e dance group
 deur, -e door, gate
 dirigent, -e conductor
 etensuurkonsert, -e lunch hour concert
 feeskonsert, -e festival concert
 film, -s film
 gaan fliiek to go to the pictures
 in Italiaans in Italian
 kaartjie, -s ticket
 klassiek, -e classical
 komedie, -s comedy
 komponis, -te composer
 konsert, -e concert
 KRUIK Cape Performing Arts Board (CPAB)
 leef to live
 'n Midsomernagsdroom A Midsummer Night's Dream
 moeilik, -e difficult
 musiek music

Grammar notes

1 In the dialogue are examples of three ways of making suggestions.

You can use the auxiliary **sal**: **Sal ons . . . ? Shall we . . . ?**

Sal ons opera toe gaan? Shall we go to the opera? D1:1.

nè? here: isn't it?
 o.a.(= onder andere) among others
 opdragwerk, -e commissioned work
 opera, -s opera
 operahuis, -e opera house
 optree (tree . . . op) to perform
 orkes, -te orchestra
 plek bespreek to reserve the seats
 saamstem (stem . . . saam) to agree
 sentimenteel, -tele sentimental
 simfoniekonsert, -e symphony concert
 sou (from sal) would, should
 Staatsteater, -s State theatre
 Stadskouburg Civic theatre
 Studio name of theatre
 stuk, stukke play
 teater, -s theatre
 tragedie, -s tragedy
 TRUK Transvaal Performing Arts Board
 uitgaan to go out
 verskeie various; several
 vertoning, -s performance
 werk, -e piece

You can ask a negative question using **hoekom** (why):

Hoekom gaan ons nie fliiek nie? Why don't we go to the pictures? D1:4.

Or you can use **Kom ons . . . (Let's . . .)**:

Kom ons gaan teater toe. Let's go to the theatre. D1:9.

2 How do you respond to a suggestion?

You can say what you prefer, as in D1:7, **Ek sou . . . verkies**, or as in D1:8, **Ek sou eerder . . .** You learnt how to do this in lesson nine grammar note 3.

Here are some other responses from the dialogue:

Dis 'n goeie idee. That's a good idea. D1:12

ek stem saam I agree D1:13

Ek is tevrede as . . . I'm happy as long as . . . D1:15.

● Exercise one

This exercise revises the use of **hoef nie . . . nie** (needn't), which was explained in lesson eight grammar note 4. There is another example of it in D1:16.

Grammar note

3 In dialogue one you came across the verb **behoort**, *ought*. This is followed by **te**, in the same way as **hoef nie**. Here are some examples:

Dit behoort interessant te wees. It ought to be interesting. D1:10

Jy behoort dit nie te doen nie. You ought not to do it.

● Exercise two

Here you can practise using **jy behoort . . . te, you ought to**.

■ Exercise three

Now practise writing sentences with **behoort**.

■ Exercise four

Read "This evening". Are the following sentences True or False?

You'll find "This evening" on page 114 of the textbook. Use the wordlist if necessary to work out the meaning, before you try to sort out the sentences. Correct the false statements.

● ■ Dialogue two

Now study this dialogue in the usual way.

Wordlist 2: Dialogue 2, Exercises 5–8

arm poor
haal to fetch, to collect
kalm calm
kerkmuis, -e church mouse

paadjie, -s aisle
palm, -s palm
ry, rye row
sitplek, -plekke seat (in a theatre)

Grammar notes

- 4 Note the accent on **moét** in D2:14. The sentence **Die stuk moet goed wees** means *The play had better be good* (not *The play must be good*).
- 5 To make a comparison, you use **so . . . soos . . . , as . . . as . . .**.
Ek is so arm soos 'n kerkmuis. *I'm as poor as a church mouse.* D2:15.

Pronunciation point

Words ending in **-rm** and **-lm** are pronounced with an e sound (like the sound of 'n) between the r or l and the m. The word **dare**m (after all), where the e is actually written, rhymes with words like **arm** (D2:15).

● Exercise five

Listen and repeat.

This is an exercise on the pronunciation point.

● Exercise six

Practise making suggestions (grammar note 1) using the words given on tape.

■ Exercise seven

Read the dialogues again. Then fill in the correct words in the sentences. All the missing words are prepositions.

■ Exercise eight

Choose sentences from B which fit with A.

This is a final check on your understanding of the lesson.

25 Lesson twenty-five

In this lesson you will learn to describe a series of events — such as at an accident — which has just happened. You will be talking about roads and traffic.

■ Dialogue

This is the only dialogue in the lesson; study it carefully.

Wordlist: Dialogue, Exercises 1–6

aan die gang kry to get moving
beseer to injure
betyds in/on time
busbestuurder, -s bus driver
dus thus, so, therefore
fiets, -e bicycle
geel yellow
geken (from ken) recognized
glad quite, altogether, clearly
groet to greet
in elk geval in any case
kant, -e side
kon (from kan) could
moes (from moet) should
motorfiets, -e motorcycle
omkeer to turn over/upside down
ongeluk, -lukke accident

onthou to remember
onversigtig, -e careless
op die grond on the ground
rigting, -s direction
skade damage
skuld fault
sluit to close, to lock
stop to stop
taxi, -'s taxi
tog surely
tyd, tye time
vasry (ry ... vas) to collide with
verkeer traffic
voertuig, -tuie vehicle
vragmotor, -s lorry
wou (from wil) would

Grammar note

- 1 Note the use of **om** in the phrase **om die hoek**, *round the corner* (D1:2).

■ Exercise one

Choose the right answer.

Some of the questions can be answered with information from the dialogue; for others, you will need to look at the diagram.

■ Exercise two

- a Fill in the missing words.
- b See if you can remember what you learnt in lesson twenty-three about how to tell whether people are being polite or not. The bus driver here is being more polite than the car driver; pick out some words and phrases said by each of them which show this.

Grammar note

- 2 The “historic present” tense
You must have wondered how Afrikaans makes do with only one past tense. There is in fact an alternative, which is to use a time word like **toe** (*when*), which always refers to the past, together with a verb in the present tense. This is known as the historic present. Here are some examples from the dialogue:
Toe ry hy in daardie bus vas. *Then he collided* (lit. *collides*) *with that bus.* D1:4
Toe die busbestuurder die motor sien ... *When the bus driver saw* (lit. *sees*) *the car ...* D1:9.
Using the present tense makes for a shorter sentence and a livelier impression.

● Exercise three

Practise using the historic present instead of the past in these sentences.

Grammar note

- 3 In lesson twenty-four you practised using **behoort te** and **hoef nie te ... nie**. Here are examples of these verbs in the past:
Hy behoort te gestop het. *He should have stopped.* D1:2, 3
Hy hoef nie te gestop het nie. *He needn't have stopped* (or *He didn't need to stop*). D1:5.

As you can see, the constructions are very similar in Afrikaans and English, except that in Afrikaans **het** follows the main verb (here, **gestop**) while in English *have* comes before it (*have stopped*).

● Exercise four

Here you can try out what you learnt in grammar note 3 by saying these sentences in the past tense.

Pronunciation point

The **h** in **het** and **hom** is not always pronounced. In fast speech, when the word **het** is not stressed, the **h** disappears entirely and the **e** is pronounced like the *a* in *disappears*. The word sounds like 't. So **ek het hom** is normally pronounced **eketom**, as you will hear in exercise five.

● Exercise five

- a Listen.
- b Listen and repeat.

In this passage the words are sometimes unstressed and the **h** disappears; in other places they are stressed and pronounced as they are spelt. Listen carefully, and keep doing the exercise until you are no longer tempted to pronounce the **h** where you shouldn't.

■ Exercise six

Describe the accident in your own words, but in any case use the following words.

This is your first opportunity to write a paragraph in Afrikaans. Check your version against the suggested passage in the key; it may not be exactly the same, but do make sure that your spelling and word order are correct.

26 Lesson twenty-six

In this lesson you can practise expressing opinions and disagreement politely. You'll learn to make comparisons and give judgements.

● ■ Dialogue one

First listen, then read and study the dialogue.

Wordlist 1: Dialogue 1, Exercises 1–2

as (beter as) than (better than)	invoer (voer . . . in) to import
bedoel to mean	kwaliteit quality
begroting, -s budget	mark, -te market
benader to approach,	mikro-rekenaar, -s microcomputer
to estimate	model, modelle model
Brits, -e British	nadink (oor) to think it over
Brittanje Britain	onmiddellik immediately
direksie management	oorsees, -sese overseas, foreign
effektief, -tiewe effective	punt, -e point
goedkoop cheap	seker sure, certain
goedkoper cheaper	Suid-Afrikaans, -e South African
heeltemal entirely	
insien (sien . . . in) to see, to understand	

Grammar notes

- In order to make comparisons, you need to know the comparative* and superlative* forms of adjectives. Most adjectives in Afrikaans add **-er** to form the comparative (as in English) and **-ste** to form the superlative (**-est** in English). For example:

gelukkig (lucky)	gelukkiger (luckier)	die gelukkigste (the luckiest)
kort (short)	korter (shorter)	die kortste (the shortest)

Note that the definite article **die** is always used with the superlative.

When an adjective ends in an **r**, **-der** is added for the comparative form:

duur (<i>expensive</i>)	duurder	die duurste
lekker (<i>nice</i>)	lekkerder	die lekkerste

Some adjectives, as you know, have an alternative form; this is used in the comparative:

hoog (<i>tall</i>)	hoër	die hoogste
oud (<i>old</i>)	ouer	die oudste
lank (<i>long</i>)	langer	die langste
nuut (<i>new</i>)	nuwer	die nuutste

With others, the spelling changes slightly in the comparative:

groot (<i>big</i>)	groter	die grootste
goedkoop (<i>cheap</i>)	goedkoper (D1:6)	die goedkoopste

And others have quite unexpected forms which you will have to learn:

goed (<i>good</i>)	beter (D1:10)	die beste (D1:14)
baie (<i>a lot of, many</i>)	meer (D1:9)	die meeste

- 2 Paul and Ben use various phrases to express their differences of opinion politely:

Ek sien wat jy bedoel, maar . . . *I see what you mean, but . . .* D1:4

Ja, maar ek stem nie heeltemal saam nie. *Yes, but I don't agree entirely.* D1:8

Ek kan jou punt insien, maar . . . *I can see your point, but . . .* D1:11

Dis miskien waar, maar onthou . . . *That may be true, but remember . . .* D1:15.

Exercise one

In this speaking exercise you will be using comparative forms.

Exercise two

Complete the dialogue.

This is a shortened version of dialogue one. Fill in some expressions from grammar note 2.

Dialogue two

This should be tackled in the same way as dialogue one. Ben filled in an evaluation form for Johan Malan; look at it on page 123 of the textbook and try to link up what he wrote there with what he said in the dialogue.

Wordlist 2: Dialogue 2, Exercises 3–8

agent, -e agent	onervare inexperienced
alle all, every	oordeel to judge
beloon to reward	oorlaat (laat . . . oor) to leave (over/to)
bewys (homself) to prove (oneself)	oorstaan (staan . . . oor) to stand over
biertjie, -s glass of beer	opmerking, -s remark
bogemiddeld, -e above-average	personeel staff, personnel
daarvoor for that	posisie, -s position, post
datum, -s date	privaatsekretaresse, -s private secretary
deeglik, -e thorough	salarisverhoging, -s salary increase/rise
valueerder, -s evaluator	simbool, simbole symbol, grade
evaluering, -s evaluation	stiptelik punctual
gehalte (van werk) quality (of work)	stiptelikheid punctuality
gemiddeld, -e average	takbestuurder, -s branch manager
gestel: hy is gestel op stiptelikheid he insists on punctuality	teleurstel (teleurgestel) to disappoint (disappointed)
handtekening, -e signature	uiters swak extremely poor
heel, hele (die hele punt) whole (the whole point)	veel much, many
homself himself	verdien to deserve
inisiatief, -tiewe initiative	verhoging, -s rise, increase
jonk young	voorkoms appearance
keer: 'n tweede keer time/turn: second time	voorstel, -stelle suggestion
klem, klemme stress, accent	wens, -e wish
kommunikasie, -s communication	werkgehalte quality of work
kommunikeer to communicate	werknemer, -s employee
kras oordeel to judge harshly	
laat veel te wense oor (it) leaves much to be desired	
lyk: dit lyk my I think (lit. it seems to me)	
meen to think, to mean	
netjies, -e neat	

Grammar note

- 3 In both dialogues you have heard some different ways of expressing one's opinion and making suggestions. Here they are:

Ek stel voor dat ... *I suggest that ...* D1:1

My voorstel is dat ... *My suggestion is that ...* D2:9

Ek is seker dat ... *I'm sure that ...* D1:2

Ek dink (dat) ... *I think (that) ...* D2:1

Ek meen dat ... *I think/suppose that ...* D2:3

Ek voel dat ... *I feel that ...* D2:11

Dit lyk my ... *It seems to me ...* D2:16.

Remember that the verb after **dat** goes to the end of the sentence (lesson twenty-one grammar note). Look at some of the examples in the dialogues.

● **Exercise three**

Here is a chance to practise expressing opinions.

■ **Exercise four**

Fill in the following words in the spaces.

This exercise revises the use of **dat** and other conjunctions. Take care over the word order.

Pronunciation point

Many words in Afrikaans are similar to English words, but sound different mainly because the stress falls on a different syllable. For example, the stress is on the second syllable of **model** (D1:4), but in English one says *model* with the stress on the first syllable. Exercise five will give you some more examples.

● **Exercise five**

Listen and repeat.

Pay particular attention to where the stress falls in these words and try to imitate the Afrikaans speaker.

● ■ **Exercise six**

Listen a second time to the words. Then write them down and mark the position of the stress in the words.

Use the recording from exercise five for this exercise. Mark the stressed syllables by underlining them.

■ **Exercise seven**

Read the paragraph and fill in Erna Walters' evaluation form.

The paragraph is on page 126 of the textbook. Look up any words you don't understand, and look again at the form Ben filled in as a guide.

27 Lesson twenty-seven

In this lesson you will hear differences of opinion being expressed in a lively and informal way. You'll learn some exclamations and idiomatic phrases.

● ■ Dialogue

This time you may need to listen several times before you catch all the expressions. When you've studied the dialogue, try reading it aloud and see if you can make it sound as lively as the voices on the tape.

Wordlist 1: Dialogue, Exercises 1–3

aankoop, -kope purchase, acquisition	omgee (gee . . . om) to care
been, bene leg	onsin! nonsense!
besering, -s injury	oorsee abroad
boonop moreover, besides, what's more	ordentlik properly
Curriebeker Currie Cup	pers press
daarmee with that	rugbykaartjie, -s rugby ticket
daaroor about that	sensasie sensation
deesdae nowadays	skaak chess
deur because of	swernoot, -note rascal, devil
'n dop a snort	toe! come on!
draadwerk nonsense (lit. wiring)	twak! nonsense!
dreig to threaten	uitsondering, -s exception
erg (erger) bad (worse)	vandat since
fiks (fikser) fit (fitter)	vier to celebrate
getrek (from trek): ek het jou been	vol draadwerk wees to be difficult
getrek I pulled your leg	vorentoe: iets/die bier smaak
hokkie hockey	vorentoe nice: it/the beer tastes good
jammer pity	vreemd, -e strange, odd, foreign
kom nou! come on!	waaraan of/about which/whom
kop, koppe head	wat's verkeerd daarmee? what's wrong with that?
kroegman, -s barman	wedstryd, -e match (sport)
kwaad (kwater) angry (angrier)	wie gee om? who cares?
laf, lawwe silly, stupid	
moenie laf wees nie! don't be silly!	
moker to strike, to hit, to bash	
net so likewise, just the same	
nonsens! nonsense!	
o aarde! oh my goodness!	

Grammar notes

- Don't confuse the two separate meanings of **al**. In D:4 it means *already* and in D:6 it means *all*.
- Here are the exclamations which Ben and Paul use to show their disagreement:
Ag, kom nou! *Oh, come on!* D:3
Moenie laf wees nie, man! *Don't be silly, man!* D:11
Twak! Twaddle! D:14
Nonsens, man. *Nonsense.* D:21
Onsin! *Rubbish!* D:22.

If you look back at lesson twenty-six, you'll see how different these expressions are from the more formal ones used there.

- Several informal and idiomatic phrases are used in the dialogue. Some of them can be contrasted with a more formal equivalent:

<u>Informal</u>	<u>Formal</u>
Ai, die bier smaak vorentoe! D:1 (<i>Ah, the beer tastes good!</i>)	Die bier is heerlik. (<i>The beer is delicious.</i>)
Wat van nog 'n dop? D:26 (<i>How about another snort?</i>)	Kan ek vir u nog 'n drankie aanbied? (<i>May I offer you another drink?</i>)

Here are some of the idiomatic expressions:

jy is vol draadwerk *you're full of nonsense* D:8

die vreemde idees uit jou kop moker *knock the foreign ideas out of your head* D:23

ek het jou been getrek *I was pulling your leg* D:28.

■ Exercise one

Choose the sentence which fits best.

This is to check that you understand the dialogue.

● Exercise two

Listen and repeat.

Here you can try saying some idiomatic expressions.

Exercise three

a Listen.

b Listen and answer.

In this exercise you'll be using exclamations. First listen to the statements and the replies; then there will be a pause for you to make the reply yourself.

Grammar note

4 Afrikaans has a number of amusing ways of saying that somebody is drunk. Here are some of them, with literal translations:

Hy kyk diep in die bottel. *He looks deep into the bottle.*

Hy loop twee rye spore. *He's making two rows of tracks.*

Hy is hoog in die takke. *He's high up in the branches.*

Hy lig die elmboog. *He's lifting his elbow.*

Hy het wingerdgriep. *He's got vineyard 'flu.*

Exercise four

Choose sentences from B which match with A.

In A are some of the expressions you've learnt, and the sentences in B mean the same, or similar things. They contain a few new words.

Wordlist 2: Exercises 4–10

diep deep(ly)

dronk drunk(en)

duiwel, -s devil

ekke! I'd say (I would)!

elmboog, -boë elbow

es, esse sharp turn

griep 'flu, influenza

lig (gelig) to lift, to raise (lifted/
raised)

opdoen to get, to sustain

rok, rokke skirt, dress

skerp sharp

spoor, spore trail, track

tak, takke branch, bough

terg to tease

verlede tyd past tense

verspot, -spotte ridiculous, silly

volgens according to

wingerd, -e vineyard

Exercise five

In the dialogue is a new conjunction to add to the group with **dat**, **omdat**, etc. (see appendix section 13c): **vandat**, **since** (D:9). In this exercise you must use the right conjunction to join each pair of sentences.

Grammar note

5 There are some verbs which do not form the past tense in the usual way, by using **het** and adding **ge** to the verb. These are the auxiliary verbs, and it is the verb itself which changes.

sal shall, will

wil want to

kan can

moet must

mag may

sou should, would

wou wanted to

kon could, was able to

moes should have, had to

mog could, was allowed to

Try to learn these, and take care over the meanings, which are not always obvious. For a summary of the different types of past tense, see appendix section 2a: the auxiliaries are listed as Type 6.

Exercise six

Listen and repeat.

This helps you to get used to the sound of the past forms you have just learnt.

Exercise seven

Now you can try using the new forms in sentences.

Grammar note

- 6 Revise the comparative and superlative forms of adjectives if you need to refresh your memory (lesson twenty-six grammar note 1). Then look at these new examples; they are all adjectives which change slightly in the comparative.

kwaad (<i>angry</i>)	kwater (D:27)	die kwaadste
wyd (<i>wide</i>)	wyer	die wydste
gaaf (<i>nice</i>)	gawer	die gaafste

Exercise eight

Here is some practice of the comparative forms.

Exercise nine

Complete the table.

This exercise checks that you've learnt the comparatives and superlatives thoroughly.

Exercise ten

Again, the lesson ends with a crossword. You may need to look up a few words.

28 Lesson twenty-eight

This lesson will introduce you to more language suitable for informal occasions, and you'll learn which are the right exclamations to use in certain situations.

Dialogue one

Listen to and then study the dialogue.

Wordlist 1: Dialogue 1 and Exercise 1

aangee (aangegee) to pass (passed)	klub, -s club
affekteer to affect	lief: is jy nog lief vir my? do you still love me?
allawêreld! gosh!	liefling, -e darling, pet
belowe to promise	nagklub, -s nightclub
besoek, -e (aan) visit (to)	net as only if
bestelling, -s order	netnou just now, right away
bietjie later a bit/little later	neus, -e nose
bitter bitter	nou-nou in a moment, soon
bygooi (bygegooi) to add (added) (by pouring on top)	oog, oë eye
cha-cha a quick dance of Latin American origin	oor, ore ear
dans to dance	oorverdowend, -e deafening
dors thirsty	reg: reg voor right: right in front of
geraas noise	self ourselves
(die) gewone (the) usual	voor in front of
inhaal to catch up	vrou-tjie, -s dear
	ys ice

Grammar note

- 1 Here is another example of the use of repeated words (lesson twelve grammar note 1):

Nou-nou, Liefling! In a moment, darling! D1:6.

■ Exercise one

Fill in.

This exercise is an opportunity to revise the personal and possessive pronouns you have learnt. You can look at section 8a of the appendix to refresh your memory. There are some new words in the passage; find them in the wordlist and try to remember them.

● ■ Dialogue two

Tackle this dialogue in the usual way.

Wordlist 2: Dialogue 2, Exercises 2–5

afhaal (afgehaal) to take down
(taken down)
afhou to keep off/from
arm, -s arm
daai that; those (*colloquial form of daardie*)
eina! ouch! ow!
fout wrong (lit. fault)
gepas, -te suitable, appropriate
getrap *see trap*
gits! oh dear!
hand, -e hand
jy't (= jy het) you've
klaarmaak (klaargemaak) to finish
(finished)
klop to knock

mond, -e mouth
rug, rûe back
samba a quick dance of Brazilian
origin
seer painful
situasie, -s situation
sjoe! exclamation (for hot/cold)
toon, tone toe
trap (getrap) op to step (stepped) on
uitroep, -e exclamation
uittrek (trek . . . uit) to take off, to
undress
verbaas, -de astonished, surprised
vreeslik (warm) terribly/awfully (hot)
wraggies really! (exclamation)

Grammar note

- 2 In line 10 you may have been surprised to see that Ben calls his jacket **hom**: **Ek het hom uitgetrek**, *I've taken it (lit. him) off*. **Hy** and **hom** are very often used to refer to objects, although in most cases **dit** could also be used.

■ Exercise two

Arrange each exclamation alongside the appropriate situation.

Several exclamations are used in the dialogues. Look through them again to see how they are used before you try this exercise.

■ Exercise three

What will you say if . . .

The expressions you need here should be familiar from the dialogues or from earlier lessons. See if you can find the right thing to say in each situation.

● Exercise four

This exercise lets you revise the use of separable verbs in the present (lesson eleven grammar note 1).

Grammar note

- 3 The names for several parts of the body came up in this lesson. Here is a list which also includes some words you already know, and a few new ones:

arm arm	oog eye (Ex1)
been leg	oor ear (D1:3)
hand hand	rug back
kop head	toon toe (D2:3)
mond mouth	voet foot
neus nose (Ex1)	

■ Exercise five

Write the correct names down next to the numbers.

Try this exercise when you think you can remember the parts of the body in grammar note 3. Don't look back at the note while you do the exercise.

Culture note

Traditional social evenings are a feature of Afrikaans life, especially in the smaller communities. Music is played by a small band (**boere-orke**) on instruments such as a small **konsertina** (*concertina*), **ghitaar** (*guitar*) and **klavier** (*piano*). Old-fashioned traditional dances are still popular on such occasions.

29 Lesson twenty-nine

The subject of this lesson is buying a car. You will learn some words and phrases for talking about cars and for dealing with the necessary documents.

■ Dialogue one

First familiarize yourself with this dialogue.

Wordlist 1: Dialogue 1 and Exercise 1

behoort to belong	ryding vehicle (<i>colloquial</i>)
blad, blaaie leaf, sheet, blade	sien u? you see?
ōromponie, -s buzz-bike	skaars hardly, barely
ding, -e thing	soos: so goed soos nuut as: as good as new
eintlik actually, really, in fact	splinternuut, -nuwe brand-new
gelyk: u het gelyk right: you're right	toetsrit, -ritte test drive
hiervan of/about this	tweedehands secondhand, used
ideaal, ideale ideal	twintigduisend kilometer agter die
jong ('n jong man) young (a young man)	blad 20,000 km on the clock (<i>car</i>)
lig, -te light, here: small	uitneem (neem . . . uit) to take out
mag nie . . . wees nie may not/ mustn't/shouldn't be	vat to take
petrolprys, -e price of petrol	verkoopsman, -manne salesman
rondkyk look around	versigtig carefully
	wel well, (all) right
	wiel, -e wheel

■ Exercise one

Write two dialogues.

Here is another chance to write a fairly long passage of Afrikaans. Starting from the top left-hand box, follow whichever arrows you choose to build up a conversation. Remember that the conversation must make sense, so if you start by talking about a motor bike, don't suddenly switch to a car! You will come across the word **ryding** (lit. *driving thing*), which can mean anything on wheels except a public transport vehicle.

In the key are two possible dialogues, but you may come up with different versions. Check your spelling carefully.

● ■ Dialogue two

Study this dialogue in the usual way and then go straight on to dialogue three.

Wordlist 2: Dialogue 2

aanvaar to accept
aflewer (afgelewer) to deliver
(delivered)
afslag discount
bedrag, -drae amount
blokkie, -s little square
identiteitsnommer, -s
identity number
inskryf (ingeskryf) to inscribe, to
enter (inscribed/entered)
klein blokkies small print
kontant, -e cash, ready cash
payment
lisensie, -s licence
MVR1-vorm car registration form

maklik easily, readily
nommerplaat, -plate numberplate
onderteken to sign
persent (%) per cent
registreer to register
sorg (vir) to take care (of)
soveel so many
tjek, -s cheque
vergis: 'n mens vergis jou maklik to
be mistaken: people are easily
misled
verkoopoooreenkoms, -komste
sales agreement
volle bedrag full amount

● ■ Dialogue three

Now study this dialogue, with the help of wordlist 3.

Wordlist 3: Dialogue 3, Exercises 3–5

Bpk (= Beperk) Limited
by die werk at work
enjinnommer, -s engine number
fabrikaat, -kate make, manufacture
huisnommer, -s home (telephone)
number
installeer (geïnstalleer) to install
(installed)
nè? isn't he?/it?/etc.

ouderdom, -domme age
posbus, -busse P.O. Box
registrasienommer, -s registration
number
rekening, -e/-s bill
sigaret, sigarette cigarette
so pas only just, recently
teen 10% afslag at 10% discount
waarom nie . . . nie? why not?

Grammar note

- 1 The adjective **jonk** (*young*) (D3:8) takes the form **jong** when it is used before a noun (see exercise one: 'n jong man). Compare **lank/lang**.

■ Exercise two

This is a revision exercise to remind you that 'n mens (*one*) is used with the pronoun **jou** (lesson six grammar note 8).

Grammar note

- 2 The passive* is not much used in speech, except in formal situations such as in dialogue two, but it is common in writing and especially in scientific works.

The Afrikaans passive is similar to the English. To make *Paul fills in the form* passive, you start with *the form*, add *is*, and say: *The form is filled in (by Paul)*. In Afrikaans you add **word** (care: not *is*!) and so

Paul vul die vorm in. becomes **Die vorm word (deur Paul) ingevul.**

Ek lewer die motor af. becomes **Die motor word (deur my) afgelewer.**
(*I deliver the car.*) (*The car is delivered (by me).*)

As in English, **deur Paul**, etc. is often left out. Note the word order, which should be familiar by now.

Forming a passive sentence which includes an auxiliary should not give you any difficulty, but again, watch the word order.

Die vorm moet ingevul word. *The form must be filled in.*

Die motor sal môre afgelewer word. *The car will be delivered tomorrow.*

These examples are adapted from dialogue two, and there are some other passive sentences with auxiliaries in the dialogue. See if you can pick them out.

There is more information about the passive in appendix section 3.

■ Exercise three

Practise writing sentences in the passive, using the auxiliary **moet**.

● Exercise four

This exercise gives you more practice with the passive; this time, the auxiliary varies.

■ Exercise five

Fill in this form.

In dialogue three, the manager and the salesman discussed the registration form Paul had filled in. Using the information from the dialogue, can you fill in the form in the same way as Paul did?

30 Lesson thirty • Test

You've completed a third level, so it's time for a test to check your progress again. Remember to allow yourself about 45 minutes, and follow the instructions in this handbook carefully. This time there are quite a few new words in the test; you can look them up in the wordlist.

Make sure that you have your cassette ready to play the recorded passage that follows the end of lesson twenty-nine, and open your textbook at page 143.

Wordlist

draai to turn, to twist
valueer evaluate
gery (from **ry**) driven
grens, -e boundary, border, limit
op die manier in this way/manner

raak: jy hoef my nie raak te gery het
nie to hit: you needn't have
bumped into me
snelheid, -hede speed, velocity
snelheidsgrens, -e speed limit
stopteken, -s stop sign
verbode prohibited, forbidden

● ■ Exercise one

Play the recorded passage a few times, then answer the following questions.

- How many times can you hear the unstressed **het**, where the **h** disappears entirely and the **e** is pronounced like the **a** in *disappear*?
- You have learnt that the pronunciation of certain Afrikaans words varies according to the formality of the situation. Write down words in the passage where the pronunciation does not correspond with the spelling, i.e. where the **d** is not heard.
- Where does the stress fall in the following words?
kontrak model direkteur salarisse komedie
Indicate where the stress falls, e.g. **kollégas**.

■ Exercise two

Write down whether these statements are true or false. They refer to the recorded passage.

■ Exercise three

Read the passage in your textbook. Write down a suitable word to fill each space.

■ Exercise four

- 1–3: Choose a suitable conjunction and combine the pairs of sentences.
- 4–6: Change the sentences into the present tense.
- 7–8: Change these sentences into the past tense.
- 9–10: Rewrite the sentences in the passive.

■ Exercise five

Study the lists of sentences in the textbook. Match them in pairs which mean the same or go together.

■ Exercise six

Write down what you would say in each of the following situations. (Use the words in brackets where they are supplied.)

- 1 Tell someone to enter.
- 2 You are hurt. Make a suitable exclamation.
- 3 Ask someone for another beer. (Gee . . .)
- 4 Exclaim that it is very hot. (. . . warm!)
- 5 Your car has been serviced at a garage. You are not satisfied.
Complain about the bad service. (ontevrede)

■ Exercise seven

Complete the dialogue in your textbook.

■ Exercise eight

Answer the questions as in the example.

Check your answers carefully before comparing them with the key and noting down your score for each exercise.

If you scored less than 50 overall, we suggest you revise level three as a whole before continuing. If your score was less than half marks in any area, you should look at the relevant sections again.

Exercise one: revise the pronunciation points if you scored less than 15.

Exercise two: revise the dialogues and comprehension exercises if you scored less than 3.

Exercises three and seven relate to lessons twenty-five and twenty-six. Revise these if you scored less than 10.

Exercises four and eight: revise the main grammar notes if you scored less than 8.

Exercises five and six cover useful phrases and idioms. Revise the appropriate grammar notes if you scored less than 15.

When you are quite confident that you know level three thoroughly, you will be ready to tackle the final stage of your course.

31 Lesson thirty-one

This lesson introduces some exclamations of surprise. You'll learn the names of some wild animals and you'll also find out how to express some family relationships.

● ■ Dialogue

Study the dialogue in the usual way: listen, then read the dialogue and look at the wordlist.

Wordlist 1: Dialogue, Exercises 1–3

baklei to fight
besonder special, particular
bobbejaan, -jane baboon
bok, bokke (wild) buck
buffel, -s buffalo
buite seisoen out of season
doringboom, -bome thorn tree
gehoor (from **hoor**) heard
gelede (ses jaar gelede) ago (six years ago)
guns, gunste favour, goodwill
guns doen to do a favour
hou to keep, to hold, to have
-hulle: Paul-hulle Paul and the others (lit. them)
iets besonders something special
in die middel van in the middle of
kalf, kalwers calf
kalfie, -s small calf
kameelperd, -e giraffe
kamp, -e camp
klomp: 'n hele klomp crowd/number: a whole lot
koei, -e cow
krokodil, -le crocodile
leeu, -s lion
luiperd, -e/-s leopard
meeste: die meeste wild most: most (of the) game
middel, -s centre, middle

moeilikheid, -hede trouble
niggie, -s (female) cousin, niece
olifant, -e elephant
omgewing, -s vicinity
oop: hou julle oë oop open: keep your eyes open
oppas (pas . . . op) to be careful, to look out
raakloop to meet, to come across
ram, ramme ram
rooibok, -bokke impala, redbuck
ryk rich, wealthy
saamgaan (gaan . . . saam) to go together
seekoei, -e hippopotamus
seisoen, -e season
storm to attack, to charge
suid-oostelik, -e south-eastern
suide: in die suide south: in the south
trop, troppe herd, flock
uitsien (sien . . . uit) na to look forward to
vang to catch, to seize
vlakvark, -e warthog
voorgevoel, -ens premonition, foreboding
wild game; venison
wildtuin, -e game reserve

Grammar notes

1 These are some of the animals in the Kruger National Park:

leeu lion D:13, 27	buffel buffalo D:26
rooibok impala D:17	seekoei hippopotamus D:27
vlakvark warthog D:17, 26	krokodil crocodile D:27
bok/bokkie buck D:26, 28	olifant elephant D:27
bobbejaan baboon D:26	luiperd leopard D:28.
kameelperd giraffe D:26	

Often there are different names for the male and female animals, for example:

seekoeibul hippopotamus bull	seekoeikoei hippopotamus cow
olifantbul elephant bull	olifantkoei elephant cow
leeumannetjie male lion	leeuwylie lioness
rooibokram impala ram	rooibokooi impala ewe

And the young also have special names:

olifantkalfie elephant calf	leeuwelpie lion cub
rooiboklam impala lamb	

2 Note this polite way of asking a favour:

Sal jy vir my 'n guns doen, asseblief? *Will you do me a favour, please?*

■ Exercise one

True or False? Give the right answer if it is false.

● Exercise two

This exercise revises the different types of negative you have learnt (see appendix section 6a–f).

● Exercise three

Here is a chance to revise the different modes of address (see appendix section 8b).

■ Exercise four

Read the wordlist in the Handbook, then the paragraph.

All the new words here are in wordlist 2; take a look at it, then use it as you read the paragraph to help you work out the meaning. When you think you understand, go on to exercise five.

Wordlist 2: Exercises 4–7

boonste top, uppermost
broer, -s brother
diagram, -gramme diagram, chart
droë gebied, -e dry area
droog, droë dry
geleë situated;
 convenient
kant, -e side, edge, border
kleinkind, -kinders grandchild
klimaat, klimaat climate
manlik, -e masculine, male
neef, -s cousin (male); nephew
onderste lowest, lowermost
oupa, -s grandfather

reënval rainfall
rondawel, -s round hut, rondavel
ruskamp, -e (rest) camp
skoonsuster, -s sister-in-law
suster, -s sister
susterskind, -kinders nephew/niece
 (lit. sister's child)
swaer, -s brother-in-law
tante, -s aunt
tropies, -e tropical
uitkamp to camp
verbasing astonishment, surprise
vroulik, -e feminine, female

■ Exercise five

Complete the sentences.

You will need to refer back to the paragraph in exercise four.

■ Exercise six

Fill in the correct exclamations of surprise.

It will help you if you look at the dialogue again to see how the exclamations were used.

Grammar note

3 You know the words for members of the **gesin** (*immediate family*). Here are some of the **familie** (*relations*):

oupa grandfather

ouma grandmother

oom uncle

tante aunt

neef male cousin or nephew

niggie female cousin or niece

swaer brother-in-law

skoonsuster sister-in-law

kleinkind grandchild

broerskind nephew or niece (lit. brother's child)

susterskind nephew or niece (lit. sister's child)

Note that **neef** and **niggie** are ambiguous in meaning, so one can use **broerskind** or **susterskind** instead to mean *nephew/niece*.

■ Exercise seven

Look at the diagram.

Fill in.

32 Lesson thirty-two

In this lesson you will meet some of the language you need for a serious discussion. This involves expressing your beliefs and doubts.

● ■ Dialogue

Tackle the dialogue in the usual way.

Wordlist: Dialogue, Exercises 1–7

aanstel (stel . . . aan) to appoint	mening , -s view, opinion
afvra (vra my af) to wonder (I wonder, lit. ask myself: <i>reflexive</i>)	open to open
argument , -e argument	opinie , -s opinion
bereik to reach, to gain	oprig establishing, opening
bykry to get (in addition/extra)	personeellid , -lede member of staff
daarvoor : ons is nie reg daarvoor nie	reg : jy is reg right: you're right
for that: we're not ready for that	regverdig to justify
geval , -valle: en al sou dit die geval	takkantoor , -kantore branch office
wees case: and even though that	twyfel to doubt
should be the case	van mening/opinie wees to think
glo to believe	verhaal (geld) to recover, to recoup (money)
kans , -e chance, opportunity	wen to gain
kant : aan die ander kant on the other	werd : dit nie die moeite werd is nie
hand	worth: it's not worth the trouble
kapitaal capital, funds	

Grammar note

- Don't confuse the Afrikaans **meen** and **mening** with *mean* and *meaning*.
Ek meen dat . . . *I consider/believe that* . . . D:4
Ek is van mening dat . . . *I am of the opinion that* . . . D:12.

The Afrikaans for *to mean* is **beteken**:

Hierdie woord beteken . . . *This word means* . . .

■ Exercise one

Are the following arguments for or against the opening of a branch office in Pretoria?

Write **vir** (*for*) or **teen** (*against*).

Grammar note

- You may have noticed that the expressions of belief or doubt in the dialogue are followed by **dat** (*that*) or **of** (*if, whether*). Those expressing a definite opinion use **dat**:

Ek meen dat . . . *I consider that* . . . D:4

Ek is van mening dat . . . *I am of the opinion that* . . . D:12

Ek is van opinie dat . . . *I am of the opinion that* . . . D:14

Ek glo nie dat . . . nie *I don't believe that* . . . D:17.

Where there is doubt, **of** is used:

Ek twyfel of . . . *I doubt whether* . . . D:3, 8

Ek vra my af of . . . *I wonder if* . . . D:6

Ek wonder of . . . *I wonder if* . . . D:10.

Remember that the word order will change after **dat** and **of**.

■ Exercise two

Here you can practise using expressions with **dat** and **of**.

■ Exercise three

While in English it is correct to say *you and I*, in Afrikaans this would be wrong. The opposite order, **ek en jy**, is correct. This exercise will help you to get used to it.

Exercise four

Here is more practice in expressing beliefs and doubts — this time it's a speaking exercise.

Grammar note

- 3 When a sentence consists of two clauses* (i.e. two parts joined by a conjunction) either the first or the second clause can be made negative. If the second clause is negative, the position of **nie** . . . **nie** follows the usual pattern:

Ek meen dat dit nie die moeite werd is nie. *I believe that it's not worth the trouble.* D:4

Ek is van opinie dat ons moontlike kliënte nie sal bereik nie. *I am of the opinion that we won't reach potential clients.* D:14.

When the first clause is negative, if it is completely independent in meaning then the second **nie** is at the end of that clause:

Ons gaan dit nie doen nie omdat dit nog te vroeg is. *We're not going to do it because it's still too early.*

In this example, **Ons gaan dit nie doen nie** makes sense on its own. But often the first clause is incomplete in meaning: this is the case with the expressions you have been practising in this lesson. If they are put into the negative, the second **nie** is at the very end of the sentence:

Dink jy nie dat ons die geld gou sal verhaal nie? *Don't you think that we'll recover the money quickly?* D:15

Nee, ek glo nie dat dit sal so gou gaan nie. *No, I don't believe it will go so quickly.* D:17.

Exercises five and six concentrate on this last type of sentence.

Exercise five

Put the first part of each sentence into the negative.

Exercise six

This is a speaking exercise, but the procedure is the same as for exercise five.

Exercise seven

Listen and answer Ja or Nee.

This is a final check on your understanding of the dialogue.

33 Lesson thirty-three

The subject of this lesson is buying clothes. You'll learn some useful words for describing them, including the names of some colours.

● ■ Narrative

Treat this in the same way as a dialogue. There are a lot of new words, so read it several times with the help of the wordlist.

Wordlist 1: Narrative, Exercises 1–4

aanpas (pas . . . aan) to try on, to fit
 aanpaskamer, -s fitting room
 bind (gebind) om to tie/put (tied/put) round
 bloes, -e blouse
 blou ('n bloue) blue (a blue one)
 bruin brown
 geblom, -de (-de rok) flowered (dress)
 geruit, -e (-e hemp) checked (shirt)
 gestreep, -te (-te bloes) striped (blouse)
 grootte, -s size
 grys grey
 helder bright
 hemp, hemde shirt
 kleur, -e colour
 kortbroek, -e shorts, short pants
 leer leather
 leerskoen, -e leather shoe
 lyk: hoe jy lyk what you look like
 mansuitrusters men's outfitters
 meer . . . as more than
 mode, -s fashion
 modeboek, -e fashion magazine
 nek, nekke neck
 of (as) if
 omruil (ruil . . . om) (omgeruil) to exchange (exchanged)

oopnekhemp, -hemde open-necked shirt
 oranje orange (colour)
 pastelkleure pastel colours/shades
 pers purple
 pienk pink
 romp, -e skirt
 rond, -e round
 sandaal, sandale sandal
 serp, -e scarf
 siedaar (see) there!
 skour, -s tear
 skourtjie, -s small tear
 skik: ons was in ons skik met pleasure: we were pleased with
 skoen, -e shoe, boot
 skouer, -s shoulder
 sokkie, -s sock
 somerinkopies summer shopping
 somerklere summer clothes
 spieël, -s mirror
 spierwit snow-white
 streep, strepe stripe
 teenoor in contrast with
 uitstap to walk out
 uitverkoop to sell out; sold out
 verkoopsdame, -s saleslady
 vollengte full-length
 vrolik, -e cheerful
 wit white

Grammar note

- 1 Don't confuse *verlede* (last) and *gelede* (ago).
verlede seisoen last season V:3
twee jaar gelede two years ago

■ Exercise one

True or False? Give the right answer if it is false.

● Exercise two

Listen and repeat.

This is another chance to familiarize yourself with the names of some clothes, which you met in the narrative.

■ Exercise three

Read the following sentences carefully and then choose the correct word in brackets.

Grammar note

- 2 Here are some of the colours, and the names for intense colours.

swart black
 groen green
 geel yellow
 blou blue
 wit white
 rooi red

pikswart pitch-black
 grasgroen grass-green
 goudgeel golden yellow
 potblou bright (lit. pot) blue
 spierwit snow-white
 bloedrooi blood-red

Some of these expressions can be used in comparisons, for example:
 so rooi soos bloed as red as blood
 so groen soos gras as green as grass.

Exercise four

Listen and repeat.

Practise saying the names of the colours. There are some new ones here; look them up in the key and find them in the wordlist.

Exercise five

Now see if you can remember the names for the intense colours.

Wordlist 2: Exercises 5–8

bespreek, -te reserved
bloedrooi blood-red
blom, blomme flower
geskryf (from **skryf**) written
geskryfde toets written test
goudgeel yellow as gold
grasgroen grass-green
kniebroeke knickerbockers, knee breeches, shorts

meel flour
pikswart pitch-black
potblou bright blue
sif (gesif) to sift (sifted)
skil (geskil) to peel (peeled)
uitruister, -s outfitter
was (gewas) to wash (washed)

Grammar note

- 3 There are several past participles* in the narrative, which are used for describing things. They are normally formed from the past tense of a verb, so you add **ge-** to the beginning of the verb (except verbs with prefixes) and **-de** or **-te** to the end. Most verbs add **-de**:

braai (grill) **gebraai** (grilled) **gebraaide vleis** (grilled meat)

blom: 'n **geblomde rok** a flowered dress V:4.

Words ending in **k**, **p**, **f** (after a short vowel*), **g** (after a short vowel), or **s** (after a short vowel or **l**, **n**, or **r**) add **-te**. To help you remember these letters, they are all contained in the sentence **Paul Ken vyF Gawe Sekretaresse**.

streep: 'n **gestrepte bloes** a striped blouse V:7

bespreek: **bespreekte plekke** reserved seats (note: no **ge-**)

If the word already ends in **t**, just **-e** is added:

geruit: 'n **geruite oopnek hemp** a checked open-necked shirt V:15.

Exercise six

Complete the following sentences.

This is a chance to practise using past participles.

Exercise seven

Listen and repeat.

This is an exercise on the pronunciation of some similar vowel sounds: **eu**, **ui** and **ei** (also spelt **y**). Take care not to confuse them, and imitate the voice on the tape as closely as you can.

Exercise eight

Complete the paragraph by filling in the correct words.

This is a check on some new and some familiar words.

34 Lesson thirty-four

In this lesson you will learn how to give an account of an event such as a rugby match. There are also some special rugby terms to learn.

• ■ Dialogue

Tackle this in the usual way. Again there are a lot of new words, most of them relating to rugby.

Wordlist 1: Dialogue

aanslaan (aangeslaan) to knock on (knocked on)	kloppend, -e beating, knocking
afdeling, -s section	kom teen mekaar te staan meet/face each other
afdra (afgedra) to carry off (carried off)	laat loop to pass the ball
algeheel, -hele overall, entire	liga, -s league
anders otherwise	maat, -s (team)mate
beker, -s cup	mekaar each other, one another
bepaal to determine, to decide	met kloppende hart with a beating heart
beseringstyd injury time	middel lyn halfway (lit. centre) line
blaas (geblaas) to blow (blown/blew)	mooi so! great!
daar's hy! that's it!	net-net just, barely
dophou (hou . . . dop) (dopgehou) to watch (watched)	nou! nou! now! now!
'n drie a try (rugby)	onderskeie (afdelings) respective (sections)
druk (gedruk) to press (pressed)	onderskep (die bal) to intercept (the ball)
druk 'n drie to score a try (rugby)	ondersteuner, -s supporter
duik to tackle (low)	onkant offside (rugby)
einde, -s end, conclusion	perk, -e limit
eindfluitjie, -s final whistle	senter, -s centre
eindwedstryd, -e final match	skare, -s crowd
fluitjie, -s whistle	skeidsregter, -s referee
haak to hook	skepskop to make a drop-kick (rugby)
hardloop to run; here: go on!	skop, skoppe: net ná Karel se skop kick: just after Karel's kick
hart, -e heart	skrum scrum
held, -e hero	span, spanne team
Johies member of the Johannesburg team	strafskop (teen/vir) penalty kick (against/for)
ken geen perke nie to know no bounds	

toejuig (toegejuig) to cheer on (cheered on)
uitkry (kry . . . uit) to get (out)
veld, -e veld, field, ground
vleuel, -s wing

voorloop (loop . . . voor) (voorgeloop) to lead (led)
vorm (gevorm) to form (formed)
vreugde joy

• ■ Exercise one

Look at the pictures, listen to the words and write the letter.
 See if you can pick out the word which corresponds to each picture.

Wordlist 2: Exercises 1-6

aandui to indicate, to denote	manier: op so 'n manier manner: in such a way
aanmoedig (moedig . . . aan) to encourage	met behulp van with the help of
aanskoulik, -e spectacular	onderstaande: die onderstaande sinne the following sentences
aanteken (aangeteken) to score (scored)	oopgaan to open
bedrywende vorm active voice	oorwinning, -s victory
behulp see met behulp van	optel (tel . . . op) to pick up
betekenis, -nisse meaning, sense	pawiljoen, -e pavilion, (grand)stand
breek to break	rustyd half-time
deelwoord, -e participle	rustydtelling, -s half-time score
elk, -e (6 elk) each, every, any (6 each)	skepskop, -skoppe drop(-kick)
gebraaide roasted, grilled	slaag (geslaag) to succeed (succeeded)
'n gebroke hart a broken heart	speler, -s player
gekose chosen, selected	te danke aan thanks to
gelykop draw (in games)	teen: 10 teen 6 10 - 6 (sport)
invloed, -e influence	teenwoordige deelwoord present participle
juig to rejoice	telling score
kalm, -e calm	toeskouer, -s spectator
kalmeeer to calm down	uitdruk (druk . . . uit) to express
kalmerend, -e calming down, soothing	vanoggend this morning
laaste: in die laaste minute last: in the last minutes	verander to change, to alter
letter, -s letter	verdoel to convert (rugby)
lydende vorm passive voice	verlede deelwoord past participle
	voortou: die voortou neem lead: to take the lead

Grammar note

- 1 In lesson twenty-nine grammar note 2 you learnt how to put a sentence into the passive, in the present tense. Now you can find out about the past tense of the passive. It is formed in a similar way, but *is* is used in the past in place of *word* in the present.

In the dialogue (D:21) we have: *Die eindfluitjie word geblaas*, *The final whistle is blown* (present). In the past this would be: *Die eindfluitjie is geblaas*, *The final whistle has been/was blown*.

The sentence *Die senter het die bal aangeslaan*, *The centre has knocked the ball on* (D:16, past) can be put into the passive: *Die bal is (deur die senter) aangeslaan*, *The ball has been knocked on (by the centre)*.

Remember that *is* is used in the past, *not* in the present. This often causes confusion.

■ Exercise two

Write the following sentences in the passive form. Look carefully to see which tense the sentences are in before writing them in the passive.

■ Exercise three

Write the following sentences in the active form.

Here you are doing the reverse of what you did in exercise two. Again, check which tense each sentence is in.

Grammar notes

- 2 Can you remember what you learnt in lesson thirty-three grammar note 3 about the past participle? Look at it again if necessary.

In some verbs the vowel changes in the past participle. (These are known as strong past participles.) For example:

kies (choose): 'n gekose speler *a chosen player*

bederf (spoil): bedorwe kinders *spoiled children*.

A few verbs actually have two past participles, one formed in the regular way and one with a changed vowel. The second one will usually have a special meaning, for example:

opwen (wind up): 'n opgewende horlosie *a wound watch*

'n opgewonde skare *an excited (wound up) crowd* D:5

breek (break): 'n gebreekte koppie *a broken cup*

'n gebroke hart *a broken heart*.

- 3 Verbs also have a present participle*, which is formed by adding *-ende* to the end of the verb. This corresponds to the English ending *-ing*. For example:

Water wat kook, is *kokende water*. *Water which boils is boiling water*.

Spanne wat deelneem, is *deelnemende spanne*. *Teams which compete are competing teams*.

Sy hart klop. *Hy hou die wedstryd met 'n kloppende hart dop*. *His heart beats. He watches the match with a beating heart*. D:7.

■ Exercise four

Complete the crossword with the help of past participles and present participles.

Form the appropriate participle from the words in brackets.

● Exercise five

a Listen.

b Listen and repeat.

The passage is a commentary on the rugby match. Repeat it a sentence at a time. Then look at the printed version in the key and compare this with the dialogue. You'll notice that the commentary is in a more formal style and uses the passive, while most of the dialogue is in the active form.

■ Exercise six

Complete the following sentences as the example indicates. Express the sentences in such a way that the meaning doesn't change.

You must use either different words or a different construction. You are given clues in each case.

35 Lesson thirty-five

Complaining about illness and pains is the main topic of this lesson, and you will also learn to understand the doctor's instructions.

● ■ Dialogue one

As usual, listen, then read and finally work out the meaning.

Wordlist 1: Dialogue 1, Exercises 1–3

alweer (once) again	dit gaan drop in: I'll drop in after work to see how you are
bed: in die bed klim to get into bed	koors, -e: sy het 'n hoë koors temperature: she's running a high temperature
gebreek, -te broken, fractured	maag stomach
gehad (from hê): sy het gehad had: she has had/has got	maagpyn stomachache
hoofpyn: hy het hoofpyn headache: he has a headache	oorpyn earache
inklim (klim . . . in) to climb into, to get in	pyn, -e pain
jouself: pas jouself goed op yourself: take good care/look after yourself well	rugpyn backache
keel throat	seer sore, painful
keelseer sore throat	tandpyn toothache
kom: ek sal na werk kom hoor hoe	verkoue: ek het verkoue cold: I have a cold
	wat makeer? what's wrong/the matter?

Grammar note

- There are two ways of talking about ailments in Afrikaans. Here is one:
sy het hoofpyn *she has a headache*
sy het keelseer *she has a sore throat*
sy het verkoue *she has a cold.*
 Note that the indefinite article ('n) is not used.

One can also say, for example:

haar maag is seer *her stomach is painful*
haar rug is seer *her back is painful.*

● Exercise one

Look at the pictures, listen and repeat.

When you have repeated the exercise a few times, see if you can say the words which go with each picture without using the tape or the key. Check with the wordlist to make sure that you have understood.

● Exercise two

Give an alternative for each sentence.

Grammar note

- You now know almost all the ways of forming the past tense (appendix section 2a), but there is one important verb with an irregular past tense: **het** becomes **het . . . gehad**.

sy het verkoue *she has a cold*

sy het verkoue gehad *she had a cold*

● Exercise three

Change all the sentences to say what happened yesterday.

● ■ Dialogue two

Study this in the same way as dialogue one.

Wordlist 2: Dialogue 2, Exercises 4–8

afskud (skud . . . af) to get rid of
 armpie, -s little arm
 baadjietjie, -s small jacket/coat
 bloed blood
 bloeddruk blood pressure
 botteltjie, -s small bottle
 brillettjie, -s spectacles (*diminutive of bril*)
 dogtertjie, -s little daughter/girl
 gebreek (from breek) broke(n)
 gesond, -e healthy
 handjie, -s small/little hand
 hoes cough
 hoesmiddel, -s cough mixture
 huil to cry
 koppietjie, -s small cup
 maal: drie maal per dag times: three times a day
 mannetjie, -s little man, chappie; male (*animal*)
 meisietjie, -s little girl
 mej. (= mejuffrou) Miss
 middel, -e remedy

nare hoofpyn splitting headache
 oopmaak (maak . . . oop) to open, to unlock, to undo
 pillettjie, -s small pill
 rokkie, -s (little) dress
 seuntjie, -s small boy, baby boy
 siek ill, sick
 skeet, skete petty ailment
 skielik suddenly
 sleg, -te (slegte hoes) bad (bad cough)
 spreekkamer, -s consulting room
 suster, -s nurse
 swak hart weak heart
 tablet, tablette tablet
 teelepel, -s teaspoon
 troos to comfort, to console
 verkouetjie slight cold/chill
 voorskryf (skryf . . . voor) to prescribe
 wagkamer, -s waiting room
 wat . . . dan? what . . . after all?

■ Exercise four

See how many dialogues you can write!

● Exercise five

Turn the sentences into questions. This is a revision exercise on auxiliaries and separable verbs. (See appendix section 4.)

■ Exercise six

Look at the diary. Please answer in complete sentences.
 This is an extract from Dr. Bester's appointment book.

Grammar note

- 3 In Afrikaans, diminutives are used far more than in English. (See lesson eight grammar note 2.) Practically any noun can be made into a diminutive by adding one of the following endings:

huis + ie	= huisie	rok + kie	= rokkie
bottel + tjie	= botteltjie D2:15.	arm + pie	= armpie D2:3.
bed + jie	= bedjie	pil (+l) + etjie	= pillettjie D2:18.

The rules for which ending to use are quite complicated, so it is best to learn each example individually.

The pronunciation often differs from the spelling: in most cases the ending is pronounced “kie”, for example: “bottelkie”.

The Afrikaans words for *cup* and *girl* are *koppie* and *meisie*. These are diminutive in form, but not in meaning. In fact, the meaning of the original word *kop* has changed so that it now means *head*.

A second diminutive ending can be added to these and similar words to give them a diminutive meaning:

meisie <i>girl</i>	meisietjie <i>small girl</i>
koppie <i>cup</i>	koppietjie <i>small cup</i>
kaartjie <i>ticket</i>	kaartjietjie <i>small ticket</i>
baadjie <i>jacket</i>	baadjietjie <i>small jacket</i> .

● Exercise seven

Listen and repeat.

Take care to imitate the pronunciation “kie” in these diminutives.

■ Exercise eight

Complete the crossword.

All the solutions are diminutives.

36 Lesson thirty-six

This lesson is devoted to the informal language of parties: asking for drinks, paying compliments, making small talk.

● ■ Dialogue one

Tackle the dialogue in the usual way.

Wordlist 1: Dialogue 1, Exercises 1–3

brandewyn brandy

darem: dit lyk darem it seems at least

glasie, -s small glass (*diminutive of glas*)

grap, grappe joke

grappie, -s joke (*diminutive of grap*)

hard, -e (harde musiek) hard (loud music)

hoor! listen!

kelkie, -s small chalice/cup

koeitjie, -s cow (*diminutive of koei*)

koeitjies en kalfies small talk

koel cool, chill

koeldrank, -e soft drink

lawaaï noise

lemoensap orange juice

lus: ek is/voel lus vir 'n bier appetite:

I feel like having a beer

medium (sjerrie) medium (sherry)

onthaal to entertain

opening, -s opening

opstaan (staan . . . op) to rise, to get up

party, -e party

partytjie, -s (small) party

saamgestem (from saamstem)

agreed

saans in the evenings

sap, sappe juice

seker probably

sjerrie sherry

skemer twilight, dusk

skemerkelkie, -s sundowner

soda soda

soggens in the mornings

watwou! nonsense! not at all!

wins, -te profit

wins maak to make a profit

Grammar note

- You have learnt the expression **ek hou daarvan** (lesson six grammar note 3). Note that you must not miss out **daarvan** in a sentence like this:
Ek hou daarvan om mense te onthaal. *I'm fond of entertaining people.* D1:4.
Also note the use of **om te** and the verb, where English uses the ending *-ing*.

■ Exercise one

Practise the construction which was explained in grammar note 1.

■ Exercise two

Choose the right words.

You may need the help of the wordlist here.

● ■ Exercise three

This exercise revises expressions like *I prefer wine to beer*. See lesson nine grammar note 3.

● ■ Dialogue two

Now familiarize yourself with the second dialogue.

Wordlist 2: Dialogue 2, Exercises 4–7

aaklig, -e horrid

aangee (gee . . . aan) to pass, to hand on

bedags during the day

beurt: die dames se beurt turn: the ladies' turn

dieet, diëte (op dieet) diet (on diet)

dog (ek dog = ek het gedink) thought (*past tense of dink* to think)

Europa Europe

figuurtjie, -s *diminutive of figuur*

figure

grondboontjie, -s peanut

kalorie, -ë calories

kant: aan wie se kant? on whose side?

kuns, kunste art

lens, -e lens

lewe, -s/-ns life

monument, -e monument

rosyntjie, -s raisin

skema, -s scheme

smôrens in the mornings

snags in/during the night

tel to count

tree, treë pace, step

vervolg to continue

voorsetsel, -s preposition

Grammar note

- 2 The usual past form of **dink** (*think*) is **het gedink**, but the older form **dog** is also often used in informal language. Paul says:

Ek dog dan jy's op dieet! *I thought you were on a diet!* D2:3.

■ Exercise four

Fill in the correct prepositions.

Take another look at dialogue two if necessary.

Grammar note

- 3 Afrikaans has words for *in the morning*, *during the night*, etc., which are formed from the words for the different times of day.

aand evening

oggend morning

môre morning

nag night

dag day

saans in the evening(s)

soggens in the morning(s)

smôrens in the morning(s)

snags during the night

bedags during the day

● Exercise five

This exercise practises inversion (appendix section 14a) and also uses some familiar and some new time expressions.

Pronunciation point

In lesson thirteen you practised the nasal **n**. There are some exceptions to the rule that **n** has a nasal sound before **s** or **g**. It is not pronounced nasally in special scientific or artistic words, nor when it follows certain vowels, especially **i** or **u**. Exercises six and seven will give you some examples.

● Exercise six

Listen and repeat.

This exercise combines several important pronunciation features, most of which you have already practised. Remember that you can also use the section **Die Afrikaanse klanke** for further revision. The points covered here are:

- **p, t and k**
- **r**
- **nasal n**
- **non-nasal n**
- **a at the end of words (pronounce it clearly!)**
- **u.**

● Exercise seven

Listen carefully to the n in the following words.

Some of the **n** sounds are nasal, others are not. Try to distinguish them and copy the voice on the tape.

37 Lesson thirty-seven

This lesson introduces some examples of business and informal letters in Afrikaans and gives you the chance to try writing your own.

● ■ Letter one

Read the letter in your textbook while you listen to it several times. Then look up the words and work out the meaning before listening again. Study the way the letter is set out on the page.

Wordlist 1: Letter 1

bemark to market
 beskikbaarheid availability
 by voorbaat in advance/anticipation
 finansiële, -siële financial
 geag, -te respected; dear
 Geagte mn. Pieterse Dear Mr.
 Pieterse (*in letters*)
 gesofistikeerde sophisticated
 in verband met with reference to/
 in connection with
 indien: indien wel if/in case: in case
 you do

sak, sakke pocket
 sakebrief, -briewe business letter
 sakrekenaar, -s pocket calculator
 soos such as
 tipe, -s type
 uwe: Die uwe yours: yours
 faithfully/sincerely
 verband reference/connection
 waardeer to appreciate

● ■ Letter two

Study this letter in the same way and compare it with the first one.

Wordlist 2: Letter 2, Exercises 1-4

aansoek, -e (om werk) application
 (for job)
 aanvaar to begin, to assume
 aanvoeg (voeg . . . aan) to add, to
 attach
 afskrif, -skrifte copy

Augustus August
 beste: Beste Andries best/dear:
 Dear Andries (*in letters*)
 betrekking, -s position, post
 Desember December
 diens, -te service, employment, duty

doen aansoek om (betrekking) to
 apply for (a post)
 ek wou al lankal van my laat hoor
 I would have liked to have written
 to you long ago already
 frase, -s phrase
 getuigskrif, -skrifte testimonial
 groete regards
 hiermee hereby, herewith
 is daar dalk 'n moontlikheid dat ons
 jou te sien sal kry? is there possibly
 any chance that we will see you?
 laan, lane avenue, lane
 lankal long ago
 lekker merrily, happily
 matriekuitslag, -slae matriculation
 results

mooi bly keep well
 moontlikheid, -hede possibility,
 chance
 November November
 pas op! take care! beware!
 permanent permanently
 plan: ek is van plan plan: I intend
 sekretarieel, -riële secretarial
 studeer to study
 studie, -s study
 terugkeer (keer . . . terug) (na) to
 return (to)
 verlang to long for
 vlieg to fly
 vliegkaartjie, -s air ticket
 vriendskaplik, -e friendly

Grammar note

An Afrikaans letter is usually set out with the sender's address and the date at the top on the right. The rest of the letter (recipient's address, opening and closing lines and the main text) all start on the left, without any indentation.

One begins a business letter with **Geagte . . .** (*Dear . . .*). **Meneer** or **mevrouw** are written with a small letter; surnames which begin with **van** or **de** are written with a small letter if the initial is used, but with a capital if it is not:

Geagte mn. Van der Merwe or Geagte mn. P van der Merwe
 Geagte meneer De Klerk or Geagte meneer P de Klerk.

A friendly letter may begin with **Liewe Elsa**; this is used to address family and close friends. **Beste Elsa** is less intimate and is used for acquaintances.

The ending of a business letter is always **Die uwe**; no distinction is made between *Yours faithfully* and *Yours sincerely*.

A friendly letter may end with **Liefde** (for loved ones), or with **Groete**, which is friendly but less intimate.

38 Lesson thirty-eight

■ Exercise one

First read the following phrases in the handbook. Use the phrases and answer the business letter.

This is a difficult exercise, but see if you can write a letter which you think is satisfactory. Follow the plan of letter one and use the layout in the textbook as a guide.

Here are some useful phrases for letter-writing; pick out the ones you think appropriate for use in your letter.

in verband met u navraag oor *with reference to your enquiry about*

die . . . is beskikbaar/is nie beskikbaar nie *the . . . is available/is not available*

ons bemark ook die volgende rekenaars *we also market the following calculators*

pryse wissel vanaf R . . . tot R . . . *prices vary between R . . . and R . . .*

indien u verdere inligting verlang . . . *if you require further information . . .*

ons verskaf graag die volgende inligting *we are pleased to supply the following information*

dit spyt my dat ons nie kan help nie *I regret that we cannot be of service*

ons sal graag van diens wees *we shall be pleased to be of service*

'n brosjure is aangeheg *a brochure is enclosed*

tot u diens *at your service*

■ Exercise two

Read the friendly letter again and choose the right answer in each case.

● ■ Exercise three

a Listen.

b Write.

Listen to Andries' reply to Elsa's letter and try to write it down. You will have to listen several times. Take care over the layout of the letter.

■ Exercise four

Example: A job application

Study the letter carefully and look up the new words. For further practice, you may like to try writing your own job application, basing it on this example.

Note that when you do not know the name of the person to whom you are writing a business letter, you should start the letter with **Meneer** (*Dear Sir*).

Exercise two

Complete the following sentences.

1. How much are you prepared to pay a month? (R400 a month)

2. I think in Hillbrow or Berea. That's not too far from the office.

3. Good-bye, Mr. Pieterse.

4. Thank you very much. Then I'll hear from you again. Good-bye.

5. I'll ring you back. Then you can inspect the flat.

6. Not more than R400 a month.

38 Lesson thirty-eight

In this lesson you will learn to talk about hobbies and what people do in their spare time. The lesson also revises several points.

● ■ Hobbies

Treat this text like a dialogue.

Wordlist: Hobbies, Exercises 1–8

aanneem (neem . . . aan) to assume,

to take

antiek, -e antique

antieke meubels period furniture

belangstelling, -s interest

beoefen (stokperdjies) to practise,

to have (hobbies)

besteding spending (money), use
(time), etc.

bestee to spend

brei to knit

daarom therefore

elkeen each, everybody

fotografie photography

gaan stap to go walking

gaan: op 'n staptoer gaan to go on a

walking tour

gereeld regularly

haarself herself

hekel to crochet

hulleself themselves

kry oefening to have practice/
exercise

lug (in die lug) air (in the air)

mee with

meubel, -s piece of furniture

modeltreintjie, -s model train

naaldwerk needlework

natuur nature

oefen to exercise, to practise

opsomming, -s summary

party mense some people

pottebakkerij pottery

seël, -s stamp

seëlversameling, -s stamp collection

skoelapper, -s butterfly

skulp, -e shell

soort, -e sort, type, kind

sportveld, -e sports ground, sports

field

staptoer, -e walking/hiking tour

toer, -e tour, trip, excursion

versamel to collect

verskillend, -e different, various

vry, -e free

vrye tyd spare time, leisure

vryetydsbesteding use of leisure time

Grammar notes

1 Karel says: *Ek geniet die natuur I enjoy nature* (4). The article *die* is used here, although *the* is not used in the English. Here are more examples of this:

Die meeste mense hou van hom. *Most people like him.*

Blou is baie in die mode. *Blue is very much in fashion.*

2 You have learnt about two types of conjunctions (see appendix sections 13a and c). This third type, which is described in appendix section 13b, completes your knowledge. After some conjunctions such as **dus** (so), **daarom** (therefore), **dan** (then) and **tog** (yet), the order of subject and verb is inverted:

Ek geniet die natuur en daarom hou ek van fotografie. I enjoy nature and therefore I like photography. 4

Ek . . . gaan dikwels stap en dan neem ek baie foto's. I . . . often go walking and then I take a lot of photos. 5.

■ Exercise one

Choose sentences from B to complete A. Write the whole sentence down.

This exercise involves the use of different types of conjunctions.

■ Exercise two

Complete the following summary.

This is a check on your understanding of the text Hobbies.

● Exercise three

Another exercise on conjunctions. Take care over the word order.

■ Exercise four

Complete the following sentences.

The missing words are prepositions.

● Exercise five

a Listen.

b Listen and repeat.

This is a passage about hobbies. Repeat it one sentence at a time.

● ■ Exercise six

Listen and write.

Now listen to the recording for exercise five again, and this time write it down.

■ Exercise seven

Read the paragraph which has been written down. Say whether the following statements are True or False.

Correct the false statements.

● Exercise eight

This last revision exercise of the lesson involves different kinds of negatives. (See appendix section 6.)

39 Lesson thirty-nine

In this last lesson before the final test, you will learn to report what people have said and you will practise taking part in a telephone conversation.

● ■ Dialogue one

Tackle the dialogue in the familiar way.

Wordlist 1: Dialogue 1, Exercises 1–3

aangaan (gaan ... aan) here: to go on
aankyk (aangekyk) to look at
afspreek (afgespreek) to agree on, to settle (agreed on/settled)
aster, -s girl
gang: wat aan die gang is progress: what's going on
groeï to grow
kanselleer to cancel
lui to sound

môremiddag tomorrow noon/
 afternoon
op die daad at once
oulik, -e nice, smart, cute
sjuut! quiet! hush!
snaaks, -e funny, strange
snaaks funnily, strangely
suspisie, -s suspicion
verrassing, -e/-s surprise

■ Exercise one

Choose the right answer.

Check that you understand the dialogue. The last question may catch you out!

Grammar note

1 In lesson thirty-two (grammar note 2) you learnt some expressions of belief and doubt which are followed by **dat** or **of**. Reported speech*, which is introduced by phrases like **Hy sê ...**, **Hy het gevra ...**, follows the same pattern.

Sy sê dat sy haar nuwe werk baie geniet. *She says that she is enjoying her new work very much.*

Sy vra of môremiddag my sal pas. *She asks if tomorrow afternoon will suit me.*

If the introductory phrase is in the past tense, the verb in the reported speech will often, but not always, be in the past as well.

Sy het gesê dat sy haar nuwe werk baie geniet. *She said that she is enjoying her new work very much.* D2:4 (verb in present)

Jy het gesê dat jy uitstekend met haar sal klaarkom. *You said that you will get on very well with her.* D2:15 (verb in present)

Sy het nog gevra of môremiddag my sou pas. *She also asked if tomorrow afternoon would suit me.* D2:12 (verb in past)

Often it is possible to leave out **dat** (as in English) and then the verb in the reported speech will not be at the end, but in the normal position:

Sy sê sy geniet haar nuwe werk. *She says she's enjoying her new work.*

See appendix section 16 for a summary of this point. You will find several examples of reported speech in dialogue two when you come to it, but first try exercises two and three. You won't need to use the past tense in these examples.

● Exercise two

These are some of the things Paul said in dialogue one. Report what he said by introducing each sentence with **Hy het gesê** . . . Of course, you will have to change the pronouns too.

● Exercise three

You will be doing the same as in exercise two, but this time using **dat** — so take care over the word order.

● ■ Dialogue two

Now study this dialogue and pick out all the examples you can find of reported speech.

40 Lesson forty • Test

Wordlist 2: Dialogue 2, Exercises 4–7

België Belgium

bevestig to confirm

gewerk (from werk) worked

glo to believe, to reckon; evidently, presumably

hierso: kom hierso! here: come here!

jaloers, -e jealous

lekker here: well

los my! let me go!

ontvang to receive

skynbaar apparently

terugneem (neem . . . terug) to take back

verby: die kursus is verby over: the course is over

■ Exercise four

This time you have to try to reconstruct what was originally said. Remember that again the pronouns will change.

● Exercise five

a Listen.

b Give Ben's side of the telephone conversation.

Now you will find out what the young lady said! Listen to the complete conversation and then take part yourself. You must start the conversation by giving Ben's opening remarks.

Grammar note

2 Instead of saying:

Hy het my gevra of ek sou kom. *He asked me if I would come.*

you can report instructions in a different way:

Hy het my gevra om te kom. *He asked me to come.*

This is similar to English, but note the use of **om te** for *to*. These two words can be separated by other words in the sentence:

Hy het my gevra om môre te kom. *He asked me to come tomorrow.*

● Exercise six

This exercise gives you practice in reporting instructions.

● Last exercise

The characters in the course are taking their leave. Report what they are saying. Use **hulle** where they say **ons**.

40 Lesson forty • Test

Congratulations on reaching the end of your course! But you haven't quite done your last exercise. This final test covers more than just the last level, to check how well you can remember earlier parts of the course. There are a few new words, which you can find in the wordlist.

Prepare yourself for the test; be ready to play the recorded passage following lesson thirty-nine, and have your textbook open at page 186.

Wordlist

aflewering, -s delivery	stemhebbend, -e voiced, audible
bestelde goedere ordered goods	stemloos, -lose voiceless, silent
bestuur (die motor) to drive (a car)	uitsoek (uitgesoek) to select (selected)
daarop on/to that	vaak sleepy, drowsy
Februarie February	vestig (die aandag op) to draw (the attention to)
lank gelede long ago	
Maart March	
rondry (rondgery) to ride/drive about (ridden/driven about)	

● ■ Exercise one

Listen to the dialogue several times, and then answer the following questions.

- List the following words or word groups in two columns under silent h/d, or audible h/d.
Wildtuin, onthou, hier, hierdie, gemaak het, het ons, rondgery, wild, ander, dan het.
- Explain what happened to the **h** in **gemaak het, bedags het ons, dan het.**
- Is the **n** pronounced in the following examples on the tape?
Wildtuin, lank, onthou, ons, saans, kinders.
List the words and write down **ja** or **nee** in each case.

● ■ Exercise two

Write one of the following comments next to each statement based on the passage: **ja**, **nee**, or **ons weet nie**.

■ Exercise three

Start the sentences with the words in *italics*.

■ Exercise four

Write down one word to describe each relationship.

■ Exercise five

Start the sentences with the introductory phrases given.

■ Exercise six

Very black is *pikswart*. Now do the same with the words listed.

■ Exercise seven

Read the dialogue. Complete the sentences in a, using the conjunctions given. Then complete the set in b, using reported speech. Stick as closely as possible to the original text.

■ Exercise eight

Start the sentences with the word(s) in *italics* to produce a passive construction.

■ Exercise nine

Fill in appropriate words to complete the given passage: only one word for each space.

■ Exercise ten

Correct the errors in the sample letter. There are five errors.

When you have checked your answers carefully and worked out your score with the help of the key, look at the following guide to revision. You should score at least half marks in each exercise.

If your total score was less than 50, we suggest you go through level four again and also revise any earlier points listed below which you feel need more practice.

Exercise one: pronunciation. Revise pronunciation points in lessons thirteen, twenty-one, twenty-five and thirty-six if score under 10.

Exercise two: comprehension. Check on your understanding of dialogues if score under 3.

Exercise three: word order. Turn to appendix section 14 if score under 5.

Exercise four: family relationships. See lesson thirty-one grammar note 3 if score under 3.

Exercise five: beliefs and doubts. Revise lesson thirty-two grammar note 2 if score under 5.

Exercise six: colours. Look at lesson thirty-three grammar note 2 if score under 3.

Exercise seven: revise conjunctions, using appendix section 13, and reported speech, in lesson thirty-nine grammar note 1, if score under 10.

Exercise eight: passive. Look at lesson twenty-nine grammar note 2 and thirty-four grammar note 1 if score under 5.

Exercise nine: these words and phrases are in lesson thirty-three. Revise if score under 5.

Exercise ten: letter-writing. Revise lesson thirty-seven if score under 3.

There are no more lessons, but the course can still help you to improve your Afrikaans! Keep listening to the dialogues for understanding, and try repeating

them aloud for speaking practice. Go back over any lessons which you found difficult. Redo the pronunciation exercises and use **Die Afrikaanse klanke** if you want to improve your pronunciation. Glance through the appendix to find any grammar points you feel unsure of.

You now know enough Afrikaans to try reading books and newspapers, with the help of a dictionary. Listen to Afrikaans radio programmes if you have the opportunity and try to converse with Afrikaners when you meet them. Now that you have got so far, you should find it easy to learn more Afrikaans.

west to know	inwonder, -e answer
weert again	as at, when, if
vyftigcent coin	beantwoord, -e clerk, official
vyftig fift	beantwoord, -e same helpful
viendelik kind	dame, -e Miss
Verenigde State United States	dieselfde the same
van of	doen to do, to make
tweede second	deur to turn
toonbank, -e counter	gelukkig fortunately, luckily
sent, -e cent (monetary unit)	halte, -e stop
retail late	hi to have
reg right	ingang, -e entrance
reg ready	kleinheid (small) change
presies exactly	koop to buy
posse, -e stamp	hante hant
postgeld postage	inligting, -e information
post, -e post	inligting, -e information
ol oil	inligting, -e information

Dialogue three

At the bus stop

Elia	Are you also waiting for the bus?
Johannes	Yes, I must go to the city centre.
Elia	I want to go to the post office, but I don't know where it is.
Johannes	You must get off at the same stop as I must. I'll show you.
Elia	That's very kind. Thank you very much. How much is the fare?

Wordlist: The Afrikaans sounds

These are the words which appear in the section **Die Afrikaanse klanke** and nowhere else in the course. Other words in this section can be found in the overall wordlist.

alfabet, -te alphabet
gekontrasteer contrasted
genasaleer, -de nasal, nasalised
klank, -e sound
klinker, -s vowel

klinkerpaar, -pare pair of vowels
konsonant, -e consonant
tweeklank, -e diphthong
vat, -e barrel
Zoeloe, -s Zulu

(it) = is + the Afrikaans in, (it) = is

One word two letters look for the words in Afrikaans which use two letters to write one sound. Find all the words in the wordlist which use two letters to write one sound.

Examples you can find in the wordlist are: **af, ag, aan, af, ag, aan** (all these words are written with two letters but only one sound is heard).
 Afrikaans often uses two letters to write one sound. Find all the words in the wordlist which use two letters to write one sound.

Exercise two

Exercise one

Exercise three

Exercise four

Exercise five

Exercise six

Exercise seven

Exercise eight

Exercise nine

Exercise ten

Exercise eleven

Exercise twelve

Exercise thirteen

Exercise fourteen

Exercise fifteen

Exercise sixteen

Exercise seventeen

Exercise eighteen

Exercise nineteen

Exercise twenty

Exercise twenty-one

Exercise twenty-two

Exercise twenty-three

Exercise twenty-four

Exercise twenty-five

Exercise twenty-six

Exercise twenty-seven

Exercise twenty-eight

Exercise twenty-nine

Exercise thirty

Grammatical terms

- ADJECTIVE 5** A word which describes a noun (*old ou/oud, red rooi, happy bly*).
- ADVERB 4** A word which describes the action of a verb, usually specifying when, where or how something happens (*tomorrow môre, here hier, quickly gou*).
- AUXILIARY VERB 3** A verb used in combination with another (main) verb to form certain tenses (in Afrikaans *sal* for future, *het* for past) or to modify the meaning (*may mag, can kan, must moet*).
- CARDINAL NUMBER 6** A number which gives the quantity of something (*one een, twenty-two twee-en-twintig, three hundred driehonderd*).
- CLAUSE 32** Part of a sentence, containing its own subject and verb. A sentence may consist of one or more clauses.
- COMPARATIVE 26** Form of an adjective, used for comparing two things or persons (*faster sneller, better beter*).
- COMPOUND NUMBER 3** A number made up of two or more smaller numbers (*twenty-five vyf-en-twintig, seventy-second twee-en-sewentigste, fifteen vyftien*).
- CONJUNCTION 15** A word used for joining two clauses in a sentence (*and en, but maar, yet tog*).
- CONTRACTION 2** The shortening and combining of two words into one (in English *it + is = it's*, in Afrikaans *dit + is = dis*).
- DEFINITE ARTICLE 1** In English *the*, in Afrikaans *die*. It always precedes a noun.
- DIAERESIS 7** The sign " sometimes placed over an Afrikaans vowel to show that it is pronounced separately from the preceding one (*kliënt*).
- DIMINUTIVE 8** Form of a word normally indicating smallness (*blikkie small can*) but in Afrikaans often used without necessarily meaning that the thing is small (*koppie cup, meisie girl*).
- FEMININE 1** Referring to a female person or animal (*aunt tante, lioness leeuwyfie*).
- FUTURE TENSE 4** Form of the verb used for actions taking place in the future (in English formed with *shall* or *will*, in Afrikaans with *sal*).
- INDEFINITE ARTICLE 1** In English *a* or *an*, in Afrikaans 'n. It always precedes a noun.
- INFINITIVE 3** The basic form of the verb, listed in dictionaries. In Afrikaans the infinitive is the same as the present tense, except *wees* (*be/to be*) and *hê* (*have/to have*).
- MASCULINE 1** Referring to a male person or animal (*uncle oom, lion leeumannetjie*).
- NOUN 2** The name of a thing, person, idea, etc. (*Karel, huis house, honger hunger*).
- ORDINAL NUMBER 6** A number which describes the order of something (*first eerste, twentieth twintigste*).

- PASSIVE** 29 Form of the verb used to describe an action which affects the subject rather than being carried out by it (*The whistle is/was/will be blown* **Die fluitjie word geblaas/is geblaas/sal geblaas word**).
- PAST PARTICIPLE** 33 Form of the verb, in Afrikaans ending in **-te** or **-de**, in English usually ending in **-ed**. It is used to describe things (**gebraaide vleis** *grilled meat*).
- PAST TENSE** 15 Form of the verb used to describe actions which took place in the past. English has more than one, Afrikaans only one past tense (**hy het gegaan** *he went/he has gone*, **hy was** *he was/he has been*).
- PERSONAL PRONOUN** 1 A word used in place of the name of a person or thing (**I ek, him hom, it dit**).
- PLURAL** 1 Indicates more than one of something (**women vrouens, we ons, houses huise**).
- POSSESSIVE PRONOUN** 6 A word which indicates to whom something belongs (**my book my boek, mine myne, his book sy boek, his syne**).
- PREFIX** 18 An addition to the beginning of a word. Afrikaans verbs often have the prefixes **be-**, **ge-**, **ont-**, etc. (Compare English *over-take, out-do*.)
- PREPOSITION** 1 A word which describes the relationship of one thing or person to another (**in in, on op, behind agter**).
- PRESENT PARTICIPLE** 34 Form of the verb, in Afrikaans ending in **-ende**, in English ending in **-ing**. It is used to describe things (**kokende water** *boiling water*).
- PRESENT TENSE** 8 Form of the verb used to describe actions taking place in the present or current states (**hy woon hier** *he lives here*, **hy gaan huis toe** *he's going home*).
- REFLEXIVE PRONOUN** 23 A pronoun which refers back to the subject (**myself my(self), himself hom(self)**). It is used with reflexive verbs.
- REFLEXIVE VERB** 23 A verb describing an action carried out by the subject which also affects the subject (**hy was hom** *he washes himself*). Many verbs are reflexive in Afrikaans but not in English (**ek herinner my** *I remember*).
- RELATIVE PRONOUN** 14 A pronoun which joins two clauses and refers back to something or somebody mentioned in the first clause (**Dis die boek/die meisie wat ek soek** *It's the book which/the girl whom I am looking for*).
- REPORTED SPEECH** 39 A way of reporting what you or somebody else has said. Introduced by **He sê dat** *He says that*, **Ek het gevra of** *I asked if*, etc.
- SEPARABLE VERB** 11 A type of Afrikaans verb which separates into two parts in some forms (**invul: hy vul die vorm in** *to fill in: he fills the form in*). (See pp. 214–5.)
- SHORT VOWEL** 33 In Afrikaans, there are long and short vowels. Short vowels are generally spelt with a single a, e, i, o or u (**bank, begin, kop, rug**).

- SINGULAR** 1 Indicates only one of something (**woman vrou, I ek, house huis**).
- SUBJECT** 2 Word (or phrase) describing the person or thing to which the verb refers (**Karel loop** *Karel runs*, **Die fluitjie word geblaas** *The whistle is blown*).
- SUPERLATIVE** 26 Form of an adjective used for comparing more than two things or persons (**fastest die snelste, best die beste**).
- SYLLABLE** 7 Part of a word. **Bestuurder** has three syllables: **be-stuur-der**. **Kliënt** has two: **kli-ent**.
- VERB** 2 A word which describes an action, event or state (**reads lees, runs loop, was was**).
- VOWEL** 2 A sound which is represented by one of the letters a, e, i, o, u, y or a combination of them (**aa, eu, ie**).

Notes

- 1 Numbers refer to the lessons in which the words first appeared.
- 2 Instead of difficult linguistic definitions, we have given less precise but more helpful descriptions in everyday language.

Contents

Wordlist 1: Dialogue 1, Exercises 1-8

1	Monday	Maandag
2	to write	skryf
3	down	af
4	on	op
5	Common	algemeen
6	The Night	die nag
7	Reported Speech	verslag
8	Friday	vrydag
9	Wednesday	woensdag
10	word	woord
11	Masculine and Feminine	manlik en vroulik
12	Conjunction	verbindingswoord
13	Word order	woordvolgorde
14	Questions	vrae
15	Reported Speech	verslag
16	Quantifying	kwantifiserend
17	Time	tyd
18	Spelling and Punctuation	spelling en punks
19	Pronouns	voornamewoorde
20	Thank you -- here's the lift.	Dank u -- hier is die lif.
	Where's the dining room?	Waar is die eetkamer?
	Down this corridor, on the left-hand side.	Daar is dit, in hierdie gang, aan die linkerkant.
	Thank you. Can you tell me whether the hotel has a laundry service?	Dank u. Kan u sê of die hotel 'n wasdiens het?
	Excuse me?	Verontskuldig my?
	A laundry service?	'n Wasdiens?
	Yes, the hotel has a laundry service; from Monday to Saturday.	Ja, die hotel het 'n wasdiens; van Maandag tot Saterdag.
	That's nice, it seems to me we're going to enjoy our stay.	Daar is dit lekker, dit lyk of ons ons verblyf gaan geniet.
	Here we are -- here are your keys.	Hier is ons -- hier is u sleutels.

Appendix: Afrikaans Grammar

Tackle this dialogue as you did dialogue one; first listen, then read and listen. Then look up the words and check with the translation. Keep reading and listening until everything is familiar.

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

Afrikaans Grammar

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Grammar

This section gives an overview of features of Afrikaans grammar, such as the tense system or the negative, which have been taught in smaller subsections scattered throughout the course. It is not intended that you should study these notes formally. They are there for easy reference, and for your convenience. You are referred back to the lessons where each feature was first explained. The notes are not intended as a complete Afrikaans grammar.

1 Introduction

- a Afrikaans has shed many of the endings which mark nouns and verbs in most Germanic languages to indicate person, number or tense. Here is an example (Lesson 1):

ek eet	ons eet
jy eet	julle eet
u eet	u eet
hy eet	hulle eet
sy eet	

The verb **eet** (*to eat*) never changes in the present tense.

- b The same simplicity marks the definite article which, as in English, never changes: nouns in Afrikaans do not have gender (as in French or German, for example). So we have: **die tafel**, **die boek**, **die sakeman**, **die vrou**.
- c Nevertheless, there are a number of patterns with which the student of Afrikaans must familiarize himself, such as the way in which the past tense is formed, or how a sentence can be put into the negative. The most important of these are set out below.

2 The Tenses

a The Past Tense (Lesson 15)

Type 1

The past tense is formed by introducing the auxiliary verb **het** (*has, have*) and adding the prefix **ge-** to the main verb, which goes to the end of the clause. (Lesson 15)

Ek sien dit.	Ek het dit gesien.
Ek lees 'n boek.	Ek het 'n boek gelees.

Type 2

Some verbs do not require the prefix **ge-**. All verbs starting with **be-**, **ge-**, **er-**, **her-**, **ont-** and **ver-** belong to this group. (Lesson 18)

Ben begin lees.

Ben het begin lees.

Ansie gesels baie.

Ansie het baie gesels.

Hy verloor.

Hy het verloor.

Type 3

Separable verbs insert **-ge-** between the two parts of the verb:

Hy vind dit uit.

Hy het dit uitgevind.

Hy slaan die bal mis.

Hy het die bal misgeslaan.

Type 4

Is (*is, are*) – infinitive **wees** (*to be*) – is an irregular verb. Its past tense is **was** (Lesson 18). **Het** (*has, have*) – infinitive **hê** (*to have*) – is also irregular. Its past tense is **het gehad** (Lesson 35).

Type 5

Some verbs resemble separable verbs, but behave differently. No **-ge-** is needed to form the past tense. They can be recognised by the stress, which falls on the second part of the verb. In the case of separable verbs the stress falls on the first part (Lessons 18 and 19):

misslaan:

Hy slaan die bal mis.

Hy het die bal misgeslaan.

voorspèl:

Hy voorspel die weer.

Hy het die weer voorspel.

Type 6

The auxiliaries **wil** (*to want*), **moet** (*must*), **kan** (*can*), **sal** (*shall*), **mag** (*may*) form the past tense differently, usually by changing the vowel (Lesson 27):

wil → **wou**

mag → **mog**

kan → **kon**

sal → **sou**

moet → **moes**

No **het** or **ge-** is needed.

Hy wil jou help.

Hy wou jou help.

Hy kan dit lees.

Hy kon dit lees.

There are a few other variations, but these are the most important and the only ones that occur in this course. (For the past tense of the passive, see section 3a.)

b The Historic Present (Lesson 25)

In section 2a you may have noticed that the form of the past tense in Afrikaans resembles the present perfect in English in the use of **het** (*have/has*) with the past participle.

The forms **wou**, **moes**, **kon**, **sou**, **mog** and **was** in Afrikaans are the nearest equivalent to the English past tense form, such as *could*, *was*. (Do remember that **wou** is the equivalent of *wanted to* and not of *would*.)

There is one form, however, which corresponds to the use of the English past tense: the so-called historic present. It consists of the present tense form used in conjunction with a word such as **toe** (*when*), which indicates that the action is in the past.

Toe ek dit sien, was dit al te laat.

When I saw it, it was already too late.

Once the context of past time has been established, the present tense retains its “past” meaning:

Gister ontmoet ek Jan by die winkel. Hy sê toe vir my . . .

Yesterday I met Jan at the shop. He said to me (then) . . .

c The Future Tense (Lessons 4, 11 and 17)

This tense will pose few difficulties. It is formed by **sal** (*shall, will*) plus the infinitive. The infinitive goes to the end of the clause:

Hy lees 'n boek.

Hy sal 'n boek lees.

Even for separable verbs the form is the same, but do remember to put the two parts of the verb together again:

Hy sluit by die klub aan.

Hy sal by die klub aansluit.

As in English, the present tense is sometimes used to indicate the future.

Môre voorspel hy die weer.

Volgende week sluit hy by die klub aan.

Oor twee weke lees hy weer 'n boek.

3 The Passive (Lessons 29 and 34)

- a The passive is formed by starting with the object of the sentence and using the appropriate form of the verb **word** for the present and future or **is** for the past. A problem arises for the English-speaking learner because **is** is used in the past and not in the present.

	Active	Passive
Future:	Hy sal die boek lees. <i>He will read the book.</i>	Die boek <u>sal</u> (deur hom) gelees word. <i>The book will be read (by him).</i>
Present:	Hy lees die boek. <i>He reads the book.</i>	Die boek <u>word</u> (deur hom) gelees. <i>The book is read (by him).</i>
Past:	Hy het die boek gelees. <i>He read the book.</i>	Die boek <u>is</u> (deur hom) gelees. <i>The book was read (by him).</i>

- b Again, in the case of the separable verbs, note that the **-ge-** is embedded between the two parts of the verb:
Die bal word afgeslaan.

- c Here is an example of the passive with an auxiliary verb:

Hy kan die boek lees. <i>He can read the book.</i>	Die boek kan deur hom gelees word. <i>The book can be read by him.</i>
---	---

4 Separable Verbs (Lesson 11)

Although most of the problems related to separable and inseparable verbs have been covered in the preceding sections, they are summarized here briefly under one heading.

- a The most important difference between separable and inseparable compound verbs is the stress. In the case of inseparable verbs the stress falls on the last component, for separable verbs on the first component (Lesson 19):

voorspél	áfslaan
affektéér	áánkom
bakléí	vóórstel
regvérdig	ínvul
onderskép	kláárkom

- b Note how these verbs behave in the different tenses, in the passive, and in commands (Lessons 11, 18, 19 and 22):

	Inseparable	Separable
Future:	Hy sal die weer voorspel.	Hy sal die vorm invul.
Present:	Hy voorspel die weer.	Hy vul die vorm in.
Past:	Hy het die weer voorspel.	Hy het die vorm ingevul.
Passive	Die weer word deur hom voorspel.	Die vorm word deur hom ingevul.
Present:	voorspel.	
Command:	Voorspel die weer!	Vul die vorm in!

- c A list of separable verbs which appear in the course:

Stressed first components

aan-, af-, belang-, binne-, by-, deel-, deur-, dop-, in-, klaar-, mis-, na-, neer-, om-, oop-, oor-, op-, raak-, reg-, rond-, saam-, skoon-, stil-, teleur-, terug-, toe-, tuin-, uit-, vas-, voor-, weg-.

aanbeveel	ingaan	rondkyk
aanbied	ingooi	rondry
aandui	inhaal	saamgaan
aangaan	inklim	saamsing
aangee	insien	saamstem
aanhou	inskryf	skoonmaak
aankom	insluit	stihou
aanky	invoer	teleurstel
aanmoedig	invul	terugbel
aanneem		teruggaan
aanpas	klaarkom	terugkeer
aansit	klaarmaak	terugkom
aanslaan		terugneem
aansluit	misslaan	toejuig
aanstel		tuinmaak
aanteken	nadink	
aantrek	nagaan	uitdruk
aanvoeg	neersit	uitgaan
afdra	neerskryf	uitkamp
afdraai	omgee	uitkry
afhaal	omkeer	uitneem
afhou	omruil	uitnoui
afklim	oopgaan	uitsien
aflewer	oopmaak	uitsluit
afskud	oorlaat	uitsoek
afslaan	oorstaan	uitstap
afspreek	opdoen	uittrek
afvra	oppas	uitverkoop
	opsit	uitvind
belangstel	opstaan	uitvoer
binnekom	optel	
bygooi	optree	vasry
bykry		vassit
bywoon		voorloop
	raakloop	voorskryf
deelneem	regkom	voorstel
deurbring	regkry	
dophou	regmaak	wegbly

5 Commands, Instructions

- a The simple command is very much as in English (Lesson 4):

Eet jou kos! Doen die werk!

The verb is at the beginning and the subject is left out.

- b Remember what happens to separable verbs (Lesson 22):

stilhou: Hou stil!

afslaan: Slaan af!

nagaan: Gaan die remme na!

- c Negative commands (Lessons 7 and 12):

Moenie afslaan nie! Moenie jou kos eet nie!

Moenie stilhou nie!

- d Polite negative commands:

Moet asseblief nie jou kos eet nie! Moet asseblief nie afslaan nie!

6 The Negative

- a Afrikaans has a double negative, **nie . . . nie** (Lesson 5). The first **nie** follows the verb or auxiliary verb, the second is at the end (Lessons 7 and 13).

Hy eet brood. Hy eet nie brood nie.

Hy het brood geëet. Hy het nie brood geëet nie.

- b Short sentences consisting of just the subject and one verb only have room for one **nie**:

Hy eet. Hy eet nie.

- c Some words change when they are used with **nie** (Lessons 9 and 16):

iets something niks . . . nie nothing

iemand somebody niemand . . . nie nobody

êrens somewhere nêrens . . . nie nowhere

ooit ever nooit . . . nie never

enig/n any, a geen . . . nie not any, not a

Examples:

Daar lê iets op die tafel. Daar lê niks op die tafel nie.

Dit is êrens in die tuin. Dit is nêrens in die tuin nie.

Is daar 'n verkeerslig? Is daar geen verkeerslig nie?

or: **Is daar nie 'n verkeerslig nie?**

Note the use of **al** and **nog** in the following:

Was jy al ooit in Durban? Was jy nog nooit in Durban nie?

- d For negative and polite negative commands, see sections 5c and 5d.

- e The negative of **moet** (*must*) is **hoef nie . . . nie** (*needn't*) (Lesson 8):

Jan moet dit doen.

Jan hoeft dit nie te doen nie.

Jan must do it.

Jan needn't do it.

- f The negative of **nog** (*still*) is **nie meer . . . nie** (*not any more*) (Lesson 9):

Is daar nog vrugte in die yskas? Is daar nie meer vrugte in die yskas nie?

- g Negation of compound sentences (Lesson 32).

Type 1

Hulle het gegaan omdat dit al laat was.

Hulle het nie gegaan nie omdat dit al laat was.

In this case the first clause is completely independent in meaning from the second, and the second **nie** simply goes to the end of the clause to which it belongs.

Type 2

Hy het gesê dat dit al laat was.

Hy het nie gesê dat dit al laat was nie.

In this example the first clause seems incomplete – more information is expected to follow – so the two clauses are not independent and the second **nie** is reserved for the very end of the next clause.

Note what happens when both clauses are put into the negative:

Hulle het nie gegaan nie omdat dit nog nie laat was nie.

Hy het nie gesê dat dit nog nie laat was nie.

7 Reflexive Verbs (Lesson 23)

Afrikaans has a number of reflexive verbs which are not reflexive in English.

Look at the following examples:

Ek vergis my.

I am making a mistake.

Ek skaam my.

I am ashamed.

In these examples, **my** clearly refers back to **ek**. But in some cases it is not possible to decide whether the second pronoun refers to the subject:

Hy was hom could mean *He washes himself* or *He washes him* (i.e. *someone else*).

In such a case it may be necessary to add **-self** to the reflexive pronoun: **Hy was homself**.

Note that in all other cases the ending **-self** is unnecessary.

8 Pronouns

a Personal and possessive pronouns

These are the personal and possessive pronouns in Afrikaans, with their English equivalents (Lessons 1 and 6):

Personal		Possessive	
ek (I)	my (me)	my (my)	myne (mine)
jy (you)	jou (you)	jou (your)	joune (yours)
u (you, polite form)	u (you)	u (your)	u s'n (yours)
hy (he)	hom (him)	sy (his)	syne (his)
sy (she)	haar (her)	haar (her)	hare (hers)
ons (we)	ons (us)	ons (our)	ons s'n (ours)
julle (you, plural)	julle (you)	julle/jul (your)	julle s'n (yours)
hulle (they)	hulle (them)	hulle/hul (their)	hulle s'n (theirs)

Note the following form of the possessive:

Dit is Jan se boek. | (John's book) Dit is Marie se boek. (Marie's book)

b Modes of address

There are three modes of address in Afrikaans, used for different degrees of familiarity.

Polite form, used to strangers or older people:

Mag ek u spreek? Is dit u boek?

Familiar form, used to equals, children or servants:

Het jy dit gesien? Is dit jou boek?

The form peculiar to Afrikaans, used to parents and older relatives or friends:

Sal Pa my help? Is dit Pa se boek?

This is less formal than u. (See lesson 16.)

c Relative pronouns (Lessons 14 and 15)

The equivalent of *which*, *who* (used without preposition) is always **wat**:

Daar lê die boek wat jy gelees het. *There is the book which you read.*

Sy is die dame wat my gehelp het. *She is the lady who helped me.*

Wie is used with a preposition for persons:

Sy is die dame aan wie ek die pen gegee het.

She is the lady to whom I gave the pen.

Waar- is used with a preposition for objects:

Dit is die stoel waarop ek gesit het.

This is the chair on which I sat/which I sat on.

9 Plurals

a In Afrikaans the plural is normally indicated by adding **-e** or **-s** to the singular. (Lesson 4)

eier	eiers	lemoen	lemoene
appel	appels	bier	biere
bottel	bottels	boom	bome

If the accent does not fall on the final or only syllable, add **-s**; otherwise the **-e** form is used.

b Spelling

If a word has a double vowel, one will disappear if **-e** is added:

boom bome baas base

In the case of short, accented syllables the last consonant is doubled:

bal balle bus busse

c Some irregular forms:

dag	dae	foto	foto's
nag	nagte	brief	briewe
druif	druive	kalorie	kalorieë
kind	kinders	knie	knies
lewe	lewens	man	mans, manne
moeilikhede	moeilikhede	pad	paaie
hempe	hemde	sog	sê

d For some units of time, weight and distance the singular is used, not the plural:

Hy het twee uur/jaar gewag. *(two hours/years)*

Dit weeg drie pond. *(three pounds)*

Hy is ses voet lank. *(six feet)*

Die afstand is sewe meter/kilometer/myl. *(seven metres/kilometres/miles)*

10 Adjectives

a The **-e** form (Lessons 9 and 13)

When an adjective comes before the noun, an **-e** is added to most adjectives with more than one syllable:

antieke stoel, moontlike antwoord, tydelike werk, pragtige ring

An **-e** is only added to short adjectives if they end in **d, f, g** or sometimes **s**:

goed:	goeie diens	warm:	warm water
moeg:	moeë voete	swart:	swart skoene
hoog:	hoë rente		
gaaf:	gawe vriende		

b Degrees of comparison (Lessons 26 and 27)

The degrees of comparison (comparative and superlative) are formed by adding **-er** and **-ste** to the adjective:

kort	korter	die kortste
mooi	mooier	die mooiste
If the last letter is an -r , the comparative is formed by adding -der :		
duur	duurder	die duurste
ver	verder	die verste

Some adjectives have irregular forms, and it is best to learn these as you meet them. Here are some that appear in the course:

goed	beter	die beste
oud	ouer	die oudste
jonk	jonger	die jongste
lank	langer	die langste
nuut	nuwer	die nuutste
goedkoop	goedkoper	die goedkoopste
hoog	hoër	die hoogste
gaaf	gawer	die gaafste

An **-e** is *not* added to a comparative adjective when it comes before a noun:
'n later afspraak.

11 Diminutives (Lesson 35)

In Afrikaans the diminutive form is used far more frequently than in English. The rules for deciding which of the different suffixes to use are quite complicated; here is a list of the most common forms, which appear in the course:

huis	huisie	hand	handjie
rok	rokkie	bed	bedjie
pil	pilletjie	seun	seuntjie
bril	brillettjie	arm	armpie
man	mannetjie		

The suffixes **-ie** and **-etjie** are used in the same circumstances as the plural **-e** (see section 9a).

Some words can have a double diminutive ending: **meisietjie**, **baadjietjie**, **kaartjietjie**.

12 Masculine and Feminine (Lesson 31)

Here are some examples from the course of different words used for male and female people and animals:

man	vrou	meneer	mevrouw
seun	meisie/dogter	oupa	ouma
oom	tante/tannie	swaer	skoonsuster
neef	niggie	seekoeibul	seekoeikoei
pa	ma	leeumannetjie	leeuwyfie
vader	moeder	rooibokram	rooibokkooi
broer	suster	olifantbul	olifantkoei

13 Conjunctions

The word order after most conjunctions changes, and this affects in particular the position of the verb. According to this, the Afrikaans conjunctions can be grouped in three categories.

a Normal word order (Lesson 15)

After **en** (*and*), **maar** (*but*), **want** (*because*) and **of** (when it means *or*) the word order does not change:

Dit is Jan se boek.	Dit is Jan se boek en dit is Marie se boek.
Dit is Marie se boek.	
Ek wil koffie hé.	Ek wil koffie hê want ek is dors.
Ek is dors.	

b Inversion (Lesson 38)

After other conjunctions – for example **dus** (*therefore*), **dan** (*then*), **tog** (*yet*), **boonop** (*moreover*), **intussen** (*meanwhile*) – the order subject-verb is reversed:

Rita wil haarself besig hou. Rita wil haarself besig hou; dus doen sy
Sy doen pottebakkerij. pottebakkerij.

Dit het gereën. Dit het gereën; tog het hy uitgegaan.
Hy het uitgegaan.

- c After a third group of conjunctions the verb moves to the very end of the clause (Lesson 17):

Hy het geweet. Hy het geweet dat Piet hard gewerk het.
Piet het hard gewerk.

Hulle hou 'n braaivleis. Hulle hou 'n braaivleis omdat dit Elsa se
Dit is Elsa se verjaardag. verjaardag is.

Some conjunctions which belong to this category are **dat** (*which*), **omdat** (*because*), **toe** (*when*), **sodat** (*so that*), **voordat** (*before*), **sodra** (*as soon as*), **hoe** (*how*), **indien** (*if*), **terwyl** (*while*), **tot** (*till*) and **waarheen** (*where to*).

14 Word Order

- a **Inversion** (Lesson 4)

The Afrikaans sentence has the same basic structure as in English:

Subject	Verb	Object
Jan	lees	'n boek.

In English this order does not change even if we commence the sentence with something other than the subject, for example:

	Subject	Verb	Object
Today	he	reads	a book.

In Afrikaans the main verb must remain the second unit in the sentence, and so inversion of the subject and verb takes place (exactly as for the conjunctions in the second category; see section 13b):

	Verb	Subject	Object
Vandag	lees	Jan	'n boek.

- b **Expressions of Time, Manner, Place** (Lesson 8)

In English one normally mentions the place before the time:

I'll meet you there (place) tomorrow (time).

In Afrikaans, the order is time, manner, place:

Ek sal môre (time) per fiets (manner) na Pretoria (place) toe ry.

Bear in mind that, if the sentence starts with **môre**, inversion takes place:
Môre sal ek per fiets na Pretoria toe ry.

- c **The second verb** (Lesson 5)

When the clause contains more than one verb, the second verb goes to the end of the clause (and so does the third verb, if any):

Het jy die boeke gelees? Kan u my môre kom help?

Hy het die briewe gepepos.

- d For word order in reported speech, see section 16.

15 Questions (Lesson 2)

One can distinguish between two types of direct questions: those that elicit information (or *wh*- questions) and those that require a Yes/No answer.

- a The first kind starts with interrogative pronouns – words like **wie** (*who*), **wat** (*what*), **waar** (*where*), **waarom** (*why*) and **hoe** (*how*):

Hoe gaan dit? Wie het dit gedoen?

Waar woon u?

- b The second kind starts with a verb:

Het u hom gesien? Drink u koffie?

16 Reported Speech (Lesson 39)

- a Reported speech is usually introduced by the conjunctions **dat** (*that*) for statements or **of** (*whether, if*) for Yes/No questions, and the verb moves to the end of the clause to which it belongs:

Hy sê: "Dit is koud." Hy sê dat dit koud is.

Sy vra: "Kan jy my help?" Sy vra of hy/sy/ek/jy haar kan help.

Context will determine which of the personal pronouns is required.

- b In the case of questions starting with an interrogative pronoun (**wat**, **waar**, **hoe**, **waarom**) no conjunction is inserted, but the verb still moves to the end:

Sy vra: "Hoe laat is dit?" Sy vra hoe laat dit is.

- c In some cases the conjunction may be left out, and then the word order remains normal:

Hy sê dat sy voet seer is.

Hy sê sy voet is seer.

- d After an introduction in the past tense, the tense of the reported speech is also often changed:

Hy sê dat hy sal gaan.

Sy het gister gesê: "Ek sal u môre kom haal."

Hy het gesê dat hy sou gaan.

Sy het gister gesê dat sy hom/haar/my/ u die volgende dag sou kom haal.

17 Counting

a Cardinal numbers (Lesson 2)

0 nul	11 elf	30 dertig
1 een	12 twaalf	40 veertig
2 twee	13 dertien	50 vyftig
3 drie	14 veertien	60 sestig
4 vier	15 vyftien	70 sewentig
5 vyf	16 sestien	80 tagtig
6 ses	17 sewentien	88 ag(t)-en-tagtig
7 sewe	18 agtien	90 negentig
8 ag(t)	19 negentien	100 honderd, eenhonderd
9 nege	20 twintig	200 tweehonderd
10 tien	21 een-en-twintig	900 negenhonderd
	28 ag(t)-en-twintig	1000 eenduisend, duisend

b Ordinal numbers

1 eerste	11 elfde	80 tagtigste
2 tweede	12 twaalfde	90 negentigste
3 derde	13 dertiende	100 honderdste
4 vierde	18 agtiende	800 agthonderdste
5 vyfde	20 twintigste	1000 duisendste
6 sesde	30 dertigste	
7 sewende	40 veertigste	
8 agste	41 een-en-veertigste	
9 negende	50 vyftigste	
10 tiende	60 sestigste	
	70 sewentigste	

18 Time

a Duration of time (Lessons 2 and 11)

een uur
ses jaar

drie uur
'n halfuur (lank)

Een and uur are always two words, but halfuur is written as one word. For uur and jaar, the plural form ure or jare is only used to impress how long the time seemed:

Hy het baie jare daar gewoon.

For all other measures of time the plural is used:

Jan het twee dae weggebly.

Hy het vier minute daar gesit.

b Time of day (Lesson 2)

Dit is eenuur. (one o'clock)

Dit is vyfuur. (five o'clock)

Dit is drie-uur.

Dit is sewe-uur.

When the number ends in a vowel, we use a hyphen; otherwise the time is written as one word.

Note also:

halfses (one word) half past five

tien minute oor ses ten minutes past

kwart voor drie a quarter to three

six

c Days of the week, Months (Lesson 3)

Maandag	Januarie	Augustus
Dinsdag	Februarie	September
Woensdag	Maart	Oktober
Donderdag	April	November
Vrydag	Mei	Desember
Saterdag	Junie	
Sondag	Julie	

19 Spelling and Punctuation

- a You are not likely to experience much difficulty with spelling in Afrikaans. But take care over the use of accents and punctuation marks. Here are a few examples:

foto (singular) foto's (plural) foto'tjie (diminutive)

finansieel finansiële

interessant geïnteresseerd

hoog hoër

sog sôe

- b Note the punctuation used in Afrikaans for direct speech:
Hy sê: "Ek sal gaan."
- c The punctuation conventions for letter writing in Afrikaans can best be studied in context. (Lesson 37)

20 Pronunciation

All the Afrikaans sounds are recorded on cassette 3 side A under the heading "Die Afrikaanse klanke", but a few remarks here are appropriate.

a Spelling and pronunciation

Probably because Afrikaans as a written language is of comparatively recent origin, words are spelt very much as they are pronounced.

b Nasal vowels (Lesson 13)

In some cases, the **n** in Afrikaans is not pronounced as in English. Instead, a nasal sound is produced, as you can hear in lesson 13 and in "Die Afrikaanse klanke". Not pronouncing this sound correctly is a common fault in learners of Afrikaans. Here are a few examples of words in which the sound occurs: **mens**, **ons**, **ongeveer**, **dans**, **ongelukkig**.

c Informal speech (Lesson 21)

Sometimes consonants will disappear when words are used in very informal circumstances, or in fast speech.

kinders	kinners
op die	oppie
met die	meddie

in die	innie
ander	anner

Wordlist: Appendix

afstand, -e distance
bul, bulle bull
klank, -e sound
myl, -e mile
pond, -e pound

ongelukkig unhappy, unfortunate
sakeman, -manne businessman
weeg to weigh
wegbly (weggebly) to stay away
wyfie, -s female (*animal*)

Wordlist

Wordlist

Wordlist

A

- aaklig, -e 36.2
aan 2.1, 3.2
aan die gang kom 15.1
aan die gang kry 25
aan die linkerkant 8.2
aan die regterkant 8.2
aanbeveel 2.2
aanbeveling, -s 11.2
aanbied 9.2
aandag 23.1
aandui (dui . . . aan) 15.1, 34.2
aangaan (gaan . . . aan) 39.1
aangee (aangegee) 28.1, 36.2
aangenaam, -name 11.1
aangename kennis 1.1
aanhou (hou . . . aan) 18.1
aankom (kom . . . aan) 2.1
aankoop, -kope 27.1
aanky (aangekyk) 39.1
aanmoedig (moedig . . . aan) 34.2
aanneem (neem . . . aan) 38
aanpas (pas . . . aan) 33.1
aanpaskamer, -s 33.1
aansit (sit . . . aan) 22.1
aanskoulik, -e 34.2
aanslaan (aangeslaan) 34.1
aansluit (sluit . . . aan) 18.1
aansoek, -e (om werk) 37.2
aanspreekvorm, -e 16
aanstel 32
aanteken (aangeteken) 34.2
aantrek (trek . . . aan) 6.2
aanvaar 29.2, 37.2
aanvoeg (voeg . . . aan) 37.2
aartappel, -s 8.3
adres, -se 3.1
advertensie, -s 11.2
af 2.2, 3.2
af tot 4.2
afdeling, -s 34.1
afdra (dra . . . af) (afgedra) 34.1
afdraai (draai . . . af) 16
affekteer 28.1
afhaal (haal . . . af) (afgehaal) 22.1, 28.2
afhou 28.2
afklim 4.2
aflewer (afgelewer) 29.2
aflewering, -s 40
Afrikaans 1.1
afrit, -ritte 16
afskrif, -skrifte 37.2
afskud (skud . . . af) 35.2
afslaan (slaan . . . af) 18.1
afslag 29.2
afspraak, -sprake 11.1
'n afspraak maak 12.2
afspreek (afgespreek) 39.1
afstand, -e App.
afvra (vra my af) 32
ag 1.3
ag 9.2
ag nee! 14.1
agent, -e 26.2
agter 6.2
agtien 4.1
akkommodasie 5.1
al 16
al 3.1
algeheel, -hele 34.1
allawêreld! 28.1
alle 26.2
alles 12.1
almal 6.2
altyd 13.2
alweer 35.1
Amerika 4.1
amper 8.3

ander 3.1

- 'n ander man 6.2
anders 34.1
antiek, -e 38
antieke meubels 38
antwoord 1.1
antwoord, -e 4.2
apart, -e 9.1
appel, -s 8.1
apteek, apteke 12.1
apteker, -s 12.1
argument, -e 32
arm 24.2
arm, -s 28.2
armpie, -s 35.2
as 4.2, 11.1, 12.2, 26.1
as ek net 18.2
asseblief 1.2
aster, -s 39.1
atletiek 18.2
Augustus 37.2
aula, -s 24.1

B

- Bpk (= Beperk) 29.3
baadjie, -s 13.2
baadjietjie, -s 35.2
baas, base 11.1
badkamer, -s 3.1
bagasie 2.2
baie 1.3, 14.1
baie dankie 1.1
baie geluk 18.2
baie goed 1.1
bak 33.1
bak, bakke 21.1
baklei 31.1
bal, balle 18.1
ballet, -te 24.1
bank, -e 1.3, 6.2

- bankbestuurder, -s 15.1
 battery, -e 22.1
 beampte, -s 2.1, 4.2
 beantwoord 2.1
 bed, beddens 2.2
 bed: in die bed klim 35.1
 bedags 36.2
 bedien 14.2
 bediening 13.1
 bedoel 26.1
 bedrag, -drae 29.2
 bedrywende vorm 34.2
 bedrywig, -e 15.1
 beduie 4.3
 been, bene 27.1
 beesvleis 10
 begin 1.1
 begintyd, -tye 24.1
 begroting, -s 26.1
 behoort te 24.1, 29.1
 behulp 34.2
 behulpsaam, -same 4.2
 beker, -s 34.1
 bekommer (ek bekommer my) 23.1
 bekommerd, -e 11.1
 bekostig 8.2
 bel (vir Ben) 7.1
 beland 18.1
 belangrik, -e 5.1
 belangstel (in) (stel . . . belang) 6.1
 belangstelling, -s 38
 beleefd, -e 23.2
 België 39.2
 beloon 26.2
 belowe 28.1
 bemark 37.1
 Ben-hulle 18.2
 benader 26.1
 beoefen (stokperdjies) 38
 bepaal 34.1
 bereik 32
 bes 5.2
 beseer 25
 besef 6.2
 besering, -s 27.1
 beseringstyd 34.1
 besienswaardigheid, -hede 17
 besig, -e 15.2
 besigheid, -e 5.1
 besigtig 5.2
 beskikbaar, -bare 7.1
 beskikbaarheid 37.1
 beslis 18.2
 besluit 5.1
 besluit, -e 5.1
 besoek 17
 besoek, -e (aan) 28.1
 besoeker, -s 17
 besonder 31.1
 besonderheid, -hede 6.1
 bespreek 3.1, 7.1
 bespreek, -te 33.2
 bestaan uit 17
 beste 11.2
 beste: Beste Andries 37.2
 besteding 38
 bestee 38
 bestel 13.1
 bestelde goedere 40
 bestelling, -s 28.1
 besturende direkteur, -e 15.1
 bestuur (die motor) 40
 bestuurder, -s 11.2, 23.2
 betaal 5.2
 betekenis, -nisse 34.2
 beter 5.1
 betrekking, -s 37.2
 betyds 25
 beurt: die dames se beurt 36.2
 beveel 16
 bevel, -e 22.2
 bevestig 39.2
 bewaar: om die vrede te bewaar 22.2
 bewolk, -te 19
 bewys (homself) 26.2
 bier, -e 8.1
 biertjie, -s 26.2
 bietjie ('n bietjie) 8.1
 bietjie later 28.1
 biltong 23.2
 bind (gebind) om 33.1
 binne drie weke 15.1
 binnekom (kom . . . binne) 23.2
 binneland 19
 bitter 28.1
 blaas (geblaas) 34.1
 blad, blaaie 29.1
 blik, blikke (koffie) 8.1
 blikkie, -s (bier) 8.1
 bloed 35.2
 bloeddruk 35.2
 bloedrooi 33.2
 bloes, -e 33.1
 blok, blokke 4.3
 blokkie, -s 29.2
 blokkiesraaisel, -s 7.1
 blom, blomme 33.2
 blou ('n bloue) 33.1
 bly 7.1
 bly 3.1
 blyplek, -plekke 14.1
 bo 13.2
 bo 9.1
 bobbejaan, -jane 31.1
 boek, -e 6.1
 Boerewors, -e 13.2
 bof, bowwe 18.1
 bofhou, -e 18.1
 bogemiddeld, -e 26.2
 bok, bokke 31.1
 boks 18.2
 bonus, bonusse 11.2
 boom, bome 13.2
 boonop 27.1
 boonste 31.2
 boontjie, -s 8.3
 bos, bosse 13.2
 bossie, -s 8.3

- bottel, -s 2.1
 botteltjie, -s 35.2
 botter 8.1
 botterbroodjie, -s 13.1
 braai 21.1
 braaivleis 21.1
 brandewyn 36.1
 breek 34.2
 brei 38
 brief, briewe 11.1
 bril, brille 16
 brillietjie, -s 35.2
 bring 13.2
 Brits, -e 26.1
 Brittanje 26.1
 broek, -e 23.2
 broer, -s 31.2
 bromponie, -s 29.1
 brood, brode 8.1
 bruin 33.1
 buffel, -s 31.1
 buite 31.1
 buite seisoen 31.1
 buiteland 2.1
 bul, bulle App.
 bus, busse 2.2
 busbestuurder, -s 25
 bushalte, -s 4.1
 by 1.1, 1.2
 by die huis 8.2
 by die werk 29.3
 by voorbaat 37.1
 bygooi (bygegooi) 28.1
 bykry 32
 byvoordele 11.2
 bywoon (woon . . . by) 15.1
 C
 c (= sent) 13.1
 cha-cha 28.1
 choreografie 24.1
 Curriebeker 27.1
 D
 daai 28.2
 daar/daar is 2.2, 9.1
 daar's hy! 34.1
 daardie 8.3
 daarin 21.1
 daarmee 27.1
 daarna 11.2
 daarom 38
 daaroor 27.1
 daarop 40
 daarvan 6.1
 daarvoor/ons is nie reg daarvoor nie 26.2/32
 dadelik 7.1
 dag, dae 9.1
 dalk 18.1
 dame, -s 2.2, 4.2
 dan 4.3
 dankie 1.1
 dans 28.1
 dans, -e 13.2
 dansgroep, -e 24.1
 darem 8.3
 darem: dit lyk darem 36.1
 dat 5.1
 Datarand 1.2
 datum, -s 26.2
 deeglik, -e 26.2
 deel, dele 12.2
 deelneem (neem . . . deel) aan 18.1
 deelwoord, -e 34.2
 deesdae 27.1
 deftig, -e 13.2
 deposito, -'s 14.2
 dertien 8.2
 dertig 3.1
 Desember 37.2
 deskundige, -s 18.1
 deur 2.1, 17, 27.1
 deur, -e 24.1
 deurbring (bring . . . deur) 17
 diagram, -gramme 31.2
 dialoog, dialoë 1.1
 die 1.2
 die hele dag 17
 dieet, diëte (op dieet) 36.2
 diens, -te 13.2, 37.2
 diep 27.2
 dier, -e 12.2
 dieselfde 4.2
 dikwels 6.2
 ding, -e 29.1
 dink 5.2
 Dinsdag 3.1
 Dinsdagoggend 11.1
 diploma, -s 11.2
 direksie 26.1
 direkteur, -e 15.1
 dirigent, -e 24.1
 dis 2.2
 dit 1.3, 14.2
 dit is 2.1
 dit maak nie saak nie 15.2
 dit spyt my 23.1
 doeanebeampte, -s 2.1
 doeanekantoor, -kantore 2.1
 doen 4.2, 12.2
 doen aansoek om (betrekking) 37.2
 dog (ek dog = ek het gedink) 36.2
 dogter, -s 1.3
 dogtertjie, -s 35.2
 dokter, -s 12.1
 dokument, -e 8.2
 Donderdag 3.2
 dood (dood werk) 7.1

'n dop 27.1
dophou (hou . . . dop)
(dopgehou) 34.1
doringboom, -bome 31.1
dors 28.1
dosyn, -e 8.1
dra 2.1
draadwerk 27.1
draai 4.2, 30
drankie, -s 9.2
dreig 27.1
drie 1.2
'n drie 34.1
dringend 7.2
drink 2.1
droë gebied, -e 31.2
dronk 27.2
droog, droë 31.2
druif, druiwe 8.3
druk (gedruk) 34.1
druk 'n drie 34.1
drywer, -s 23.2
dubbelkamer, -s 3.1
duik 34.1
Duits 1.2
Duitser, -s 1.2
Duitsland 1.2
duiwel, -s 27.2
dus 25
duur 3.1
dwars 7.1

E

een 1.1
eensaam, -same 13.2
eerder 9.1
eers 5.1, 15.2
eerste 4.3
eet 2.1, 8.1
eetkamer, -s 3.2
effektief, -tiewe 26.1

eie 21.1
eienaar, -s 21.1
eiendomsagent, -e 5.2
eier, -s 8.1
eina! 28.2
einde, -s 3.1, 34.1
eindelose (eind'lose) 13.2
eindfluitjie, -s 34.1
eindwedstryd, -e 34.1
eintlik 29.1
ek 1.2
ek wou al lankal van my
laat hoor 37.2
ekke! 27.2
ekskuus 3.2
elf 1.3
elk, -e 4.1, 34.2
elke draai 13.2
elkeen 38
elmboog, -boë 27.2
en 1.1
en met u? 1.1
Engeland 5.1
Engels 6.1
enig, -e 9.1
enige tyd 15.2
enjinnommer, -s 29.3
enkelkamer, -s 3.1
ens. (= ensovoorts) 15.1
êrens 16
erg (erger) 27.1
es, esse 27.2
ete, -s 9.2
ete-afspraak, -sprake 7.2
etensuurkonsert, -e 24.1
Europa 36.2
valueer 30
valueerder, -s 26.2
evaluering, -s 26.2

F

fabrikaat, -kate 29.3
Februarie 40
feeskonsert, -e 24.1
fiets, -e 25
figuur, figure 13.2
figuurtjie, -s 36.2
fiks (fikser) 27.1
film, -s 24.1
filterkoffie 13.1
finansiële, -siële 37.1
fliék: gaan fliék 24.1
fluitjie, -s 34.1
fooitjie, -s 13.1
formeel, -mele 23.2
foto, -s 6.2
fotografie 38
fout 28.2
frase, -s 37.2
funksie, -s 16

G

gaaf 3.2, 7.1
gaaf om jou te sien 9.1
gaan 1.3
gaan 2.1
gaan dit goed? 8.3
gaan fliék/stap 24.1/38
gaan: op 'n staptoer gaan
38
gaar 21.1
gang, -e 3.2, 8.2
gang: wat aan die gang is
39.1
gaps 21.2
garage, -s 22.2
gas, -te 23.1
gasheer, -here 9.2
gasvrou, -ens 9.2
gawe (→ gaaf) 13.1
geag, -te 37.1

Geagte mnr. Pieterse 37.1
gebeur 6.2
gebied, -e 19
geblom, -de (-de rok) 33.1
gebraaide 34.2
gebreek (→ breek) 35.2
gebreek, -te 35.1
'n gebroke hart 34.2
gebruik 3.2
gedeelte, -s 16
gedeelte, -e 19
geduldig 22.2
gedurende 15.1
gee 3.2
gee aandag daaraan 23.1
geel 25
geen . . . nie 9.1
gegewe 3.2
gehad (→ hê): sy het
gehad 35.1
gehalte (van werk) 26.2
geïnteresseerd (in) 15.1
gekose 34.2
geld 8.2
geldsake 15.1
gelede (twee maande
gelede; ses jaar gelede)
18.1, 31.1
geleë 31.2
geliefkoos, -de 18.1
gelukkig 4.2
gelukkig, -e 9.1
gelukkige verjaardag! 21.1
gelyk: u het gelyk 29.1
gelykop 34.2
gemak 11.1
gemaklik, -e 9.1
gemiddeld, -e 26.2
geniet 1.3
genoeg 8.1
gepas, -te 28.2
geraas 28.1
gereed 15.1
gereeld, -e 38
gerieflik, -e 9.1

geruit, -e (-e hemp) 33.1
gery (→ ry) 30
gesê (→ sê) 23.2
gesellig, -e 15.1
gesels 7.1
gesien (→ sien) 4.3
gesin, gesinne 1.3
geskenk, -e 21.1
Geskiedenis 6.1
Geskiedenisonderwyser
6.1
geskryf (→ skryf) 33.2
geskryfde toets 33.2
gesofistikeerde 37.1
gesond, -e 35.2
gesondheid! 9.2
gesprek, -sprekke 7.1
gesteld: hy is gesteld op
stiptelikheid 26.2
gestreep, -te (-te bloes)
33.1
getal, -talle 14.2
getrek (→ trek): ek het jou
been getrek 27.1
getroud 1.2
getuigskrif, -skrifte 37.2
geur 13.2
geval, -valle: en al sou dit
die geval wees 32
gewet (→ weet) 16
gewerk (→ werk) 39.2
gewone: (die) gewone
28.1
gholf 18.1
gholfbaan, -bane 20
gholfkompetisie, -s 18.1
giet 17
gister 12.1
gits! 28.2
glad 25
glad nie 22.2
glas, -e 23.2
glasie, -s 36.1
glo 32, 39.2
gloria 6.2

goed, -ere 7.2
goed, goeie 5.1
goed 1.1
goed dan 8.1
goed gaar 21.2
goedjies 12.1
goedkoop 26.1
goedkoper 26.1
goeie idee 15.1
goeiemiddag 2.2
goeiemôre 1.1
goeienaand 7.1
gooi 12.1
gou 8.1
gou maak 2.2
goud 17
goudgeel 33.2
goudmynmuseum, -s 17
goudstaaf, -stawe 17
graag 1.1
gram (g) 8.1
grap, grappe 36.1
grappie, -s 36.1
grasgroen 33.2
grens, -e 30
griep 27.2
groei 39.1
groen 2.1
groente 8.1
groep, -e 12.2
groeplewensversekering
11.2
groet 25
groet, -e 16, 37.2
grondboontjie, -s 36.2
groot 5.1
grootte, -s 33.1
groter as 9.1
grys 33.1
guns, gunste 31.1
guns doen 31.1

H

haai! 13.2
 haak 34.1
 haak, hake 6.2
 haal 24.2
 haal ('n bus) 4.1
 haan, hane 14.2
 haar 6.2
 haarkapper, -s 12.2
 haarsel 38
 haastig 7.2
 halfuur 2.2
 halfvier 2.1
 hallo! 5.2
 halte, -s 4.2
 hand, -e 28.2
 handboek, -e 3.1
 handjie, -s 35.2
 handtekening, -e 26.2
 hard (werk hard) 7.1
 hard, -e (harde musiek)
 36.1
 hardloop 34.1
 hare 12.2
 hart, -e 34.1
 hê 4.2
 heel, hele (die hele punt)
 26.2
 heeltemal
 26.1
 heerlik, -e 9.2
 hekel 38
 held, -e 34.1
 helder 33.1
 help 2.2
 hemp, hemde 33.1
 hen, hene 14.2
 herhaal 1.3
 herinner (u herinner u)
 23.1
 herinner aan 11.2
 hersien 13.2
 herskryf 3.2
 het 1.3
 hier 1.1

hierdie 3.1
 hierdie maand 15.1
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Note:

For a list of separable verbs which appear in the course, see the appendix section 4c on page 215.